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The North Carolina State Testing Results

Multiple-Choice
North Carolina Grade 3 Pretest,
End-of-Grade (Grades 3-8),
Alternate Assessment Academic Inventory (AAAI),
Alternate Assessment Portfolio (AAP), and
End-of-Course Tests

Reporting on the state
and 117 public school systems
and 92 charter schools

Published July 2003

"The Green Book"

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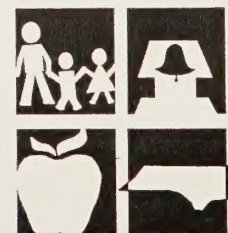
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Summary of Student Performance

The 2001-02 North Carolina State Testing Results North Carolina Grade 3 Pretest, End-of-Grade (Grades 3-8), Alternate Assessment Academic Inventory (AAAI), Alternate Assessment Portfolio (AAP), and End-of-Course Multiple-Choice Tests

Background

- Results included in this document were generated from tests administered statewide during the 2001-02 school year. The local schools or school systems scanned the students' answer sheets with software developed by the North Carolina Department of Public Instruction. The data were sent to the North Carolina Department of Public Instruction where it was concatenated. All summary data reported in this report are calculated from data that the school systems sent to the North Carolina Department of Public Instruction by August 16, 2002 for end-of-grade tests and September 25, 2002 for end-of-course tests. The data are limited to traditional public schools and charter schools. In addition, confidentiality ethics do not permit references to less than five students.

Note: The State Board of Education approved revisions to the North Carolina *Science Standard Course of Study* at the December 1999 monthly meeting. Effective with the 2001-02 school year, North Carolina end-of-course science tests measure the goals and objectives from the 1999 curriculum. Prior to the 2001-02 school year, the most recent revisions of the state high school science curriculum occurred in 1994. Student performance in biology, chemistry, physics, and physical science improved over time, causing the distribution of scale scores for each test to shift upward. The original scales of 20-80 with a mean of 50 and a standard deviation of 10 were expanded independently for each test to accommodate this shift.

The North Carolina *Mathematics Standard Course of Study* was revised in May 1998, and measures the goals and objectives from the 1998 curriculum. This change was effective with the 2000-01 school year. Prior to the 2000-01 school year, the most recent revisions of the state mathematics curriculum occurred in 1989 for grades K-8 and 1992 for grades 9-12.

Changes in Reporting. Test information sheets, including sample questions for end-of-grade 3, 5, and 8 tests, as well as for end-of-course tests, are located in Appendix B. Additional information about

the North Carolina Testing Program can be found at the NCDPI Testing Section website:

www.ncpublicschools.org/accountability/testing

In addition, LEA data are not included in this report. Test data by LEA can be found at the following website:

www.ncpublicschools.org/vol2/rsds

- Grade 3 Pretest. Initially implemented during the 1996-97 school year, the North Carolina Pretest-Grade 3 is a multiple-choice reading and mathematics test administered to students during the first three weeks of the third grade. Scores on this test are used to measure student growth in performance when compared to the end-of-grade test results at the end of the third grade year in the areas of reading and mathematics for the purpose of school accountability. The pretest at grade 3 measures the knowledge and skills specified for grade 2 from the reading and mathematics goals and objectives of the North Carolina *Standard Course of Study*. The pretest was administered to approximately 102,000 students during the first three weeks of the 2001-02 school year.
- End-of-Grade Tests. The North Carolina State Board of Education authorized administration of North Carolina-developed end-of-grade tests beginning in the 1992-93 school year. These multiple-choice tests in reading and mathematics are aligned with the competencies specified in the North Carolina *Standard Course of Study*. These state-normed curriculum-based tests were administered to approximately 599,000 students in grades 3 through 8 during the final three weeks of the 2001-02 school year.
- Alternate Assessment Academic Inventory (AAAI). The Alternate Assessment Academic Inventory (AAAI) is documented in the Individualized Education Program (IEP) or Section 504 Plan as an alternate assessment for students with disabilities who are unable to participate in state test administrations under standard conditions or with accommodations. Participating students follow the North Carolina *Standard Course of Study* although they may be functioning at a grade level lower than the one to which they are assigned. For the 2001-02 accountability year, participating students used the AAAI as an alternate assessment for end-of-grade (EOG) reading (assigned grades 3-8 only), EOG mathematics (assigned grades 3-8 only), and/or the state writing assessment (assigned grades 4 and 7 only). Teachers use this academic checklist to document student performance on objectives in the specific content areas. If a student is assessed on-grade level (at the assigned grade level), the student can receive an Achievement Level of I, II, III, or IV. If a student is assessed off-grade level (any grade below the assigned grade level), the student can

receive Achievement Level I or II. The assessor also indicates on the academic checklist if the student achieved growth on the content being assessed. The AAAI was piloted in the 2000-01 accountability year and administered operationally in the 2001-02 accountability year. This report includes the AAAI results for reading and mathematics. The AAAI results for writing are published in the writing assessment report for 2001-02.

- Alternate Assessment Portfolio (AAP). The Alternate Assessment Portfolio is a year-long assessment process that involves a representative and deliberate collection of student work/information that allows the user(s) to make judgments about what a student knows and is able to do and the progress that has been made in relation to the goals specified in the student's Individualized Education Plan (IEP). The assessment has been implemented in response to the Individuals with Disabilities Education Amendments (IDEA) legislation that requires all students to participate in the statewide assessment program.
- Multiple-Choice End-of-Course Tests. End-of-course tests measure achievement on curricular goals and objectives with an emphasis on higher-order thinking skills. These multiple-choice tests were administered in: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems (ELPS); English I; Geometry; Physical Science; Physics; and U. S. History. Approximately 678,000 tests were administered within the final two weeks (or the equivalent for the non-traditional schedules) of the 2001-02 school year.
- Achievement Level III or Above. Results show that 72.8 percent of students entering third grade scored at or above Achievement Level III on the *reading* pretest while 82.8 percent scored at or above Achievement Level III on the *mathematics* pretest. The percent of students scoring at or above Achievement Level III on the grade 3 *reading* pretest in 2001-02 increased 1.7 percentage points from 2000-01. The percent of students scoring at or above Achievement Level III on the grade 3 *mathematics* pretest in 2001-02 increased 3.6 percentage points from 2000-01. The *mathematics* component of the pretest was revised for the 2000-01 school year to reflect revisions in the curriculum.
- Mean Scale Scores. The grade 3 *reading* pretest mean scale score increased from 138.9 in 2000-01 to 139.3 in 2001-02. The grade 3 *mathematics* pretest mean scale score for 2000-01 was placed on a revised developmental scale. The revised grade 3 pretest scale ranges from 211 to 260 and increased from 236.1 in 2000-01 to 237.1 in 2001-02.
- Gender. A higher percentage of females than males, in their respective

Grade 3 Pretest Findings

ethnic subgroups, performed at Achievement Level III or above in the grade 3 *reading* and *mathematics* pretests.

- *Ethnicity*. Differences in performance among subgroups were noted in the results. In *reading*, the Hispanic (60.7%), Black (61.3%), and American Indian (62.0%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (74.9%), Asian (77.5%), and White (80.0%) subgroups. In *mathematics*, the Black (71.0%), American Indian (71.2%), and Hispanic (77.3%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (84.7%), Asian (90.8%), and White (89.4%) subgroups. In comparison to 2000-01, all subgroups have higher percentages of students performing at Achievement Level III or above in *reading* and *mathematics* in 2001-02.

End-of-Grade Test Findings

- *Achievement Level III or Above*. Data from 2001-02 indicate the percentage of students in grades 3-8 performing at Achievement Level III and above in both *reading* and *mathematics* continues to increase, from 52.9 percent in 1992-93 to 74.7 percent in 2001-02.
- *Mean Scale Scores*. The mean scale scores for *reading* increased from 2000-01 to 2001-02 at every grade level. Mean scale scores for *mathematics* increased at every grade level. On average, student performance increased on end-of-grade testing every year since testing began in 1992-93. The developmental scale for *mathematics* was revised effective with the 2000-01 school year to a scale of 218 to 310 (from a prior scale of 98 to 208) across grades 3 through 8. The developmental scale for *reading* is 115 to 187 and has not changed since testing began in 1992-93.
- *Gender*. In 2001-02, a higher percentage of females (77.1%) than males (72.3%) scored at or above Achievement Level III in both *reading* and *mathematics* in grades 3-8 combined. The number of females and males performing at Achievement Level III continues to rise across the years with the performance of females consistently exceeding that of males.
- *Ethnicity*. Differences in performance were present among the ethnic subgroups in 2001-02. The Black (56.6%), Hispanic (62.1%), and American Indian (62.7%) subgroups had lower percentages performing at Achievement Level III or above in both *reading* and *mathematics* in grades 3-8 combined than the Multi-Racial (77.6%), Asian (82.1%), and White (84.4%) subgroups in these data. Each subgroup had a higher percentage of students in 2001-02 scoring at Achievement Level III or above than in 2000-01.
- *Students with Limited English Proficiency*. In grades 3-8 combined, 45.0 percent of students identified as limited English proficient scored

at Achievement Level III or above in *reading* and *mathematics* in 2001-02 in comparison to 40.1 percent in 2000-01.

- *Students with Disabilities*. At grades 3-8 combined, 45.3 percent of students with disabilities performed at or above Achievement Level III in *reading* and *mathematics*. In 2000-01, 37.0 percent of students with disabilities met this standard.
- *Title I and Migrant*. In grades 3-8 combined, 67.2 percent of students in a Schoolwide Title I program performed at Achievement Level III or above in both *reading* and *mathematics*. For those receiving services in a Migrant program, 55.3 percent of students in grades 3-8 performed at Achievement Level III or above in both *reading* and *mathematics*.
- *Participation by Assigned Grade Level*. In the 2001-02 accountability year, most participating students were assigned to the lower grades (3-5) than to the higher grades (6-8). The number of students assessed decreases as the assigned grade level increases. For example, 1,786 third graders were assessed, 1,399 fifth graders were assessed, and 486 eighth graders were assessed in reading.
- *Students Tested*. For the AAAI, 177 students were assessed on-level in reading, 155 students were assessed on-level in mathematics, 6,384 students were assessed off-level in reading, and 5,347 students were assessed off-level in mathematics.
- *Achievement Level III or Above*. For the on-level AAAI in reading, 39.0 percent of students scored at or above Achievement Level III. For the on-level AAAI in mathematics, 38.1 percent of students scored at or above Achievement Level III.
- *Percent Achieving Growth*. For the AAAI in reading, 92.1 percent of students assessed on-level achieved growth and 93.0 percent of students assessed off-level achieved growth. For the AAAI in mathematics, 92.9 percent of the students assessed on-level achieved growth and 92.4 percent of students assessed off-level achieved growth.
- *Gender*. Over two-thirds of the students participating in AAAI were males. For the on-level AAAI, a higher percent of females achieved growth than males. The percents for on-level reading showing growth were 96.6 percent for females (44.8% performing at or above Level III), and 89.9 percent for males (36.1% performing at or above Level III). The percents for on-level mathematics showing growth were 95.8 percent for females (41.7% performing at or above Level III), and 91.6 percent for males (36.4% performing at or above Level III). For the off-level AAAI in reading and mathematics, there was little difference between the percent of females versus the percent of males achieving

**Alternate
Assessment
Academic
Inventory (AAAI)
Findings**

growth.

- *Ethnicity.* Approximately half of the students participating in the AAAI were in the Black subgroup. For on-level AAAI reading, only three ethnic subgroups had sufficient numbers of students to report: Black (94.4% achieving growth/27.8% performing at or above Level III), American Indian (93.3% achieving growth/66.7% performing at or above Level III), and White (93.2% achieving growth/37.3% performing at or above Level III). (*Note: North Carolina only reports test scores when the number of students participating is equal to or more than thirty students.*) For on-level AAAI mathematics, only two ethnic subgroups had sufficient numbers of students to report: White (96.0% achieving growth/24.0% performing at or above Level III), and Black (89.4% achieving growth/33.3% performing at or above Level III). For off-level AAAI reading and mathematics, the Asian subgroup had the highest percent achieving growth (97.8% for reading and 100.0% in mathematics), and the Multi-Racial subgroup had the lowest percent achieving growth (91.3% for reading and 86.7% for mathematics).
- *Students with Disabilities.* Although most classifications of disabilities were represented in the student population assessed with AAAI, the majority of the students were coded as specific learning disabled or educable mentally disabled. For learning disabled students, the percent of students achieving growth was 94.1 percent for on-level AAAI reading/56.9 percent performing at or above Level III, 100.0 percent for on-level AAAI mathematics/58.1 percent performing at or above Level III, 94.2 percent for off-level AAAI reading, and 95.1 percent for off-level AAAI mathematics. For educable mentally disabled students, the percent of students achieving growth was 93.5 percent for on-level AAAI reading/27.3 percent performing at or above Level III, 91.1 percent for on-level AAAI mathematics/35.4 percent performing at or above Level III, 92.7 percent for off-level AAAI reading, and 92.5 percent for off-level AAAI mathematics.
- *Students with Disabilities and Limited English Proficiency.* For off-level AAAI in reading, 136 students with disabilities were identified as limited English proficient. Of these students, 95.6 percent achieved growth. For off-level AAAI in mathematics, 96.7 percent of 91 students with disabilities and limited English proficiency showed growth.
- *Title I and Migrant.* Of the Schoolwide Title I program schools, 45.0 percent of students performed at or above Achievement Level III and 94.6 percent of students showed growth for the on-level AAAI in reading. Results from the on-level AAAI mathematics show that 52.1 percent of students performed at or above Achievement Level III and

96.8 percent of students achieved growth. The percentage of students who showed growth with the off-level AAAI in reading is 93.4 percent, and 93.1 percent of students showed growth with the off-level AAAI in mathematics.

Alternate Assessment Portfolio (AAP) Findings

- No Migrant program schools participated in the use of the on-level AAAI for reading or mathematics. For Migrant program schools, 90.5 percent of students showed growth with the off-level AAAI in reading, and 86.1 percent of students showed growth with the off-level AAAI in mathematics.
- The total number of students assessed by the Alternate Assessment Portfolio in 2001-02 was 2,979.
- Achievement Level III or Above. The results show that 49.0 percent of students scored at or above Achievement Level III for their overall portfolio score.
- Gender. A slightly higher percentage of females (49.1%) than males (48.7%) performed at Achievement Level III or above.
- Ethnicity. Differences in performance were present among the ethnic subgroups in 2001-02. The Black (47.9%), American Indian (47.3%), and Hispanic (39.6%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (62.5%), Asian (56.4%), and White (50.1%) subgroups.
- Students with Limited English Proficiency. The results show that 31.4 percent of students identified as limited English proficient scored at Achievement Level III or above.
- Title I and Migrant. The results show that 43.7 percent of students in a Schoolwide Title I program scored at Achievement Level III or above. For those receiving services in a Migrant program, 53.1 percent scored at Achievement Level III or above.
- Students with Disabilities. The results for students scoring at Achievement Level III or above are reported for the following categories: Educable Mentally Disabled (56.0%), Other Health Impaired (53.0%), Trainable Mentally Disabled (50.3%), Autistic (50.0%), Multihandicapped (47.7%), Severely/Profoundly Mentally Disabled (42.1%); data are not reported for categories with fewer than thirty students.
- Percent Achieving Growth. The percentage of all students achieving growth toward skill mastery of assessed objectives was 97.4 percent. The percentage of all students not achieving growth toward skill mastery of assessed objectives was 2.6 percent.

High School Comprehensive Test Findings

- In June 2001, the State Board of Education eliminated the High School Comprehensive Test from the North Carolina Testing Program for the 2001-02 school year. Only students in grade 10 who attended high schools designated as Title I schools were required to participate in test administration during the 2001-02 school year. For the 2001-02 administration of the High School Comprehensive Test in reading, 1,165 students in Title I schools were tested with a mean scale score of 158.8. For those students tested in reading, 39.4 percent performed at or above Achievement Level III. For this test administration, there were 1,159 students tested in mathematics with a mean scale score of 169.5. For those students tested in mathematics, 43.1 percent performed at or above Achievement Level III. Of the 1,143 students tested in both reading and mathematics, 30.3 percent performed at or above Achievement Level III.

End-of-Course Test Findings

- The statewide administration of end-of-course tests in the areas of Algebra II, Chemistry, Geometry, Physical Science, and Physics was mandated beginning with the 1998-99 school year, however, comparisons across years (for the 1995-96, 1996-97, and 1997-98 school years) are not available. During those years, the tests in Algebra II, Chemistry, Geometry, Physical Science, and Physics were not administered as statewide assessments.
- Achievement Level III or Above. From 2000-01 to 2001-02, student performance at or above Achievement Level III increased in eight of the ten end-of-course tests. The comparison of results from 2000-01 to 2001-02 is as follows: Algebra I increased from 76.0 percent to 78.9 percent; Algebra II increased from 73.0 percent to 76.9 percent; Biology increased from 61.0 percent to 69.3 percent; Chemistry increased from 65.5 percent to 70.6 percent; Economic, Legal, and Political Systems decreased from 70.0 percent to 69.5 percent; English I increased from 68.3 percent to 69.6 percent; Geometry increased from 63.9 percent to 66.3 percent; Physical Science increased from 59.9 percent to 61.5 percent; Physics increased from 74.4 percent to 84.4 percent; and U.S. History decreased from 50.5 percent to 50.1 percent.
- Mean Scale Scores. The 2001-02 end-of-course mean scale scores are: Algebra I (62.5); Algebra II (65.2); Biology (57.9); Chemistry (60.0); Economic, Legal, and Political Systems (55.6); English I (55.7); Geometry (60.5); Physical Science (55.8); Physics (60.7); and U.S. History (56.4). All mean scale scores increased from 2000-01 to 2001-02 with the exception of Economic, Legal, and Political Systems which decreased by 0.1 and U. S. History which decreased by 0.2.
- Gender. A higher percentage of females than males performed at Achievement Level III or above on the end-of-course tests on Algebra

I and English I in 2001-02. A higher percentage of males than females scored at or above Achievement Level III on the Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; Geometry; Physical Science; Physics; and U.S. History end-of-course tests. Percentages at or above Achievement Level III performance on end-of-course tests were as follows: Algebra I (male, 77.1%; female, 80.6%); Algebra II (male, 77.3%; female, 76.5%); Biology (male, 69.8%; female, 68.8%); Chemistry (male, 74.3%; female, 67.5%); Economic, Legal, and Political Systems (male, 70.6%; female, 68.5%); English I (male, 64.8%; female, 74.6%); Geometry (male, 70.0%; female, 63.2%); Physical Science (male, 64.0%; female, 58.9%); Physics (male, 88.0%; female, 79.7%); U.S. History (male, 54.5%; female, 45.9%).

- *Ethnicity.* The trend showing differences in performance among the ethnic subgroups continued in 2001-02. However, all subgroups had an increase in performance from 2000-01 to 2001-02 in all end-of-course subjects with the exception of the Multi-Racial subgroup in Chemistry; American Indian and Hispanic subgroups in English I; American Indian, Asian, Black, and Hispanic subgroups in Economic, Legal, and Political Systems; and Asian, Black, Hispanic, Multi-Racial, and White subgroups in U. S. History. The percentages at or above Achievement Level III performance on end-of-course tests are as follows: Algebra I (White, 86.6%; Asian, 85.9%; Multi-Racial, 81.3%; Hispanic, 74.2%; American Indian, 69.5%; Black, 62.7%); Algebra II (Asian, 85.0%; White, 83.1%; Multi-Racial, 78.0%; Hispanic, 71.4%; American Indian, 69.8%; Black, 57.7%); Biology (White, 80.3%; Multi-Racial, 77.1%; Asian, 74.4%; American Indian, 58.5%; Hispanic, 55.9%; Black, 45.2%); Chemistry (White, 77.4%; Asian, 76.0%; Multi-Racial, 68.2%; Hispanic, 62.0%; American Indian, 60.1%; Black, 48.1%); Economic, Legal, and Political Systems (White, 80.5%; Multi-Racial, 73.7%; Asian, 70.5%; Hispanic, 55.7%; American Indian, 52.3%; Black, 48.1%); English I (White, 79.4%; Asian, 74.3%; Multi-Racial, 73.7%; Hispanic, 52.6%; Black, 51.4%; American Indian, 50.5%); Geometry (White, 77.9%; Asian, 74.8%; Multi-Racial, 66.4%; Hispanic, 57.3%; American Indian, 51.0%; Black, 37.4%); Physical Science (White, 72.4%; Asian, 67.4%; Multi-Racial, 63.3%; Hispanic, 53.1%; American Indian, 51.4%; Black, 41.4%); Physics (White, 88.2%; Asian, 84.5%; Hispanic, 81.8%; Multi-Racial, 80.6%; American Indian, 67.6%; Black, 62.9%); U.S. History (White, 59.7%; Asian, 55.7%; Multi-Racial, 54.4%; Hispanic, 39.9%; American Indian, 38.0%; Black, 27.7%).
- *Students with Limited English Proficiency.* Among students with limited English proficiency, the highest average performance was in Physics with 80.6 percent scoring at Achievement Level III or above.

Performance on the other end-of-course tests was as follows: Algebra II (73.5%); Algebra I (64.4%); Chemistry (61.2%); Geometry (47.3%); Economic, Legal, and Political Systems (33.4%); Biology (32.9%); Physical Science (31.9%); English I (26.8%); and U.S. History (18.8%). The percent of students classified as limited English proficient on end-of-course tests in 2001-02 ranged from 0.3 percent in Chemistry and Physics to 1.0 percent in English I and Physical Science.

- *Students with Disabilities.* The results show that students with disabilities had an increase in performance from 2000-01 to 2001-02 in all end-of-course tests. The comparison of percent of students with disabilities at or above Achievement Level III from 2000-01 to 2001-02 is as follows: Algebra I increased from 47.6 percent to 53.2 percent; Algebra II increased from 62.4 percent to 66.6 percent; Biology increased from 31.4 percent to 38.8 percent; Chemistry increased from 58.3 percent to 63.1 percent; Economic, Legal, and Political Systems increased from 36.7 percent to 39.9 percent; English I increased from 25.9 percent to 29.9 percent; Geometry increased from 48.1 percent to 49.7 percent; Physical Science increased from 31.4 percent to 35.3 percent; Physics increased from 74.6 percent to 81.5 percent; and U.S. History increased from 24.4 percent to 25.9 percent.
- *Title I.* Among the students participating in a Schoolwide Title I program, the percentage of students scoring at or above Achievement Level III is highest for Algebra I and lowest for U. S. History. The percentages are as follows: Algebra I (75.1%); Algebra II (46.9%); Biology (41.3%); Chemistry (37.1%); Economic, Legal, and Political Systems (43.9%); English I (37.2%); Geometry (31.3%); Physical Science (44.2%); Physics (44.1%); and U.S. History (24.9%).
- *Migrant.* For the reportable data of the students receiving services in a Migrant program, the highest percentage of these students scored at or above Achievement Level III in Algebra I (79.5%) and the lowest percentage was in English I (34.3%). Performance in the other reported end-of-course subjects was as follows: Biology (52.8%); Economic, Legal, and Political Systems (48.5%); Geometry (57.8%); Physical Science (54.0%); and U.S. History (34.7%). Algebra II, Chemistry, and Physics cannot be reported because fewer than thirty students were included.

| Definition of Terms | |
|--|--|
| For All Tests | |
| Average or mean scale score | Sum of all the scale scores of students with valid scale scores for a specific grade, subject, or course divided by the number of students with valid scale scores for a specific grade, subject, or course. |
| Data source | Data files created when schools scanned individual student answer sheets in the schools immediately after testing. |
| Disability tables | On tables that report disabilities, the editing rule is if a disability classification and Section 504 are coded, then the data are counted in the disability classification only. |
| Disaggregation by ethnicity, gender, and other reporting variables | On disaggregated tables, both the numerator and denominator of percentages reported are restricted to the given category. |
| Number proficient | Number of students at Achievement Level III or Achievement Level IV for a specific grade, subject, or course in the data files. |
| Number tested | Number of students with valid scale scores in the data files for a specific grade, subject, or course. |
| Percent of population | Number of students with valid achievement levels in the data files for a specific grade, subject, or course in the reported category divided by the number of students in the state with valid achievement levels for a specific grade, subject, or course in the data files; due to rounding, the percent of students in each category plus the percent not coded may not add to 100.0 percent. |
| Percent proficient, or percent at or above Achievement Level III | Number of students in the data files with Achievement Level III or Level IV scores for a specific grade, subject, or course divided by the number of students with valid achievement levels in the data files for a specific grade, subject, or course. |
| Percent of students at Achievement Level I | Number of students at Achievement Level I divided by the total number of students with valid achievement levels in the data files. Due to rounding, adding the percent at different achievement levels may not equal the percent proficient. |
| Percent of students at Achievement Level II | Number of students at Achievement Level II divided by the total number of students with valid achievement levels in the data files. Due to rounding, adding the percent of students at different achievement levels may not equal the percent proficient. |
| Percent of students at Achievement Level III | Number of students at Achievement Level III divided by the total number of students with valid achievement levels in the data files. Due to rounding, adding the percent of students at different achievement levels may not equal the percent proficient. |
| Percent of students at Achievement Level IV | Number of students at Achievement Level IV divided by the total number of students with valid achievement levels in the data files. Due to rounding, adding the percent of students at different achievement levels may not equal the percent proficient. |
| For Grade 3 Pretests | |
| Total (Verified Membership) | On Grade 3 Pretest tables that report data for exclusions, verified membership is the total student membership on the last day of the first month of the 2001-02 school year and comes from the Student Information Management System (SIMS/NCWISE). If test item responses are coded on the scannable answer sheet, the student participated in the test administration and receives a scale score. Students do not participate in the regular state multiple-choice test administrations when the student is coded as one of the following: (1) met the limited English proficient exclusion policy (maximum of 24 months); (2) participated in the AAI, the AAP, or the CATS accommodation pilot; (3) was absent for the makeup test administration; or (4) was administered the state test prior to moving to the current school. If the misadministration bubble is coded on the scannable answer sheet, the student does not receive a scale score. In the event of a misadministration, the student is to be re-tested using another form of the test. Data may not equal the grand total in some tables because misadministrations and transfers are not reported on all tables. |
| xi | |

| For End-of-Grade Tests | |
|--|---|
| Number proficient, both reading and mathematics | Number of students with valid reading achievement levels in the data files of Level III or Level IV and valid mathematics achievement levels in the data files of Level III and Level IV. |
| Number tested | Number of students tested in both reading and mathematics is the number of students with valid reading achievement levels in the data files and valid mathematics achievement levels in the data files. On tables that report mean reading scale score, mean mathematics scale score, and percent proficient in both reading and mathematics, the number of students with valid scale scores in reading is reported. |
| Percent proficient, both reading and mathematics | Number of students with valid reading achievement levels in the data files of Level III or Level IV and valid mathematics achievement levels in the data files of Level III or Level IV divided by the number of students with valid reading achievement levels in the data files and valid mathematics achievement levels in the data files. |
| Total (Verified Membership) | On end-of-grade tables that report data for exclusions, verified membership is the total number of students enrolled in the grade represented by the number of records on the school system's Masterbuild file at the time of the actual test administration. If test item responses are coded on the scannable student answer sheet, the student participated in the test administration and receives a scale score. Students do not participate in the regular state multiple-choice test administrations when the student is coded as one of the following: (1) identified as limited English proficient (maximum of 24 months); (2) participated in the AAAI, the AAP, or the CATS accommodation pilot; (3) was absent for the makeup test administration; or (4) was administered the state test prior to moving to the current school. If the misadministration bubble is coded on the scannable student answer sheet, the student does not receive a scale score. In the event of a misadministration, the student is to be re-tested using another form of the test. Data may not equal the grand total in some tables because misadministrations and transfers are not reported. |

| For End-of-Course Tests | |
|--|---|
| Average core score | Mean raw score on the common items for each form of the end-of-course tests (used before 1996-97). |
| Number tested | Number of students with valid scale scores for each subject includes duplication of students who failed the subject and took it again within the same accountability year. |
| Participation index | Number of students enrolled in a course divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade 8. |
| Percent of scores at or above Achievement Level III across the five core courses | Number of scores at or above Achievement Level III for all five core courses put together, divided by the total number of tests with valid scale scores. The five core courses are: Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History. |
| Scale score | The raw score, or the number of test questions the student answers correctly, is converted to a developmental scale score. The developmental scale score allows for comparison of student scores by subject from one grade to the next; the score is like a ruler that measures growth from year to year. |

| For Goal Summaries and Frequency Distributions | |
|---|--|
| Number of observations | The number of observations used in the goal summaries and frequency distributions is the "Number of observations" with a valid developmental scale score. A student might be given a scale score even if their test was blank (if LEP year 1 or year 2, absent, transfer/visiting student, misadministration, alternate assessment, then a student would not get a score; otherwise, a student is given the lowest scale score for that form). |

List of Approved Accommodations

Individualized Education Plan (IEP) and Section 504 Students

| | |
|--|--|
| Assistive Technology/Devices | Magnification Devices |
| Braille Edition | Multiple Testing Sessions |
| Braille Writer | One Test Item Per Page |
| Cranmer Abacus | Scheduled Extended Time |
| Dictation to Scribe | Student Marks Answers in Test Book |
| Hospital/Home Testing | Test Administrator Reads Test Aloud (in English) |
| Interpreter/Transliterator Signs/Cues Test | Testing in a Separate Room |
| Large Print Edition | Typewriter/Word Processor |

Limited English Proficient (LEP) Students

| | |
|--|--|
| English/Native Language Dictionary/Electronic Translator | Student Marks Answers in Test Book |
| Multiple Testing Sessions | Test Administrator Reads Test Aloud (in English) |
| Scheduled Extended Time | Testing in a Separate Room |

The 2001-02 North Carolina State Testing Results

Multiple –Choice North Carolina Grade 3 Pretest, End-of-Grade (Grades 3-8), Alternate Assessment Academic Inventory (AAAI), Alternate Assessment Portfolio (AAP), and End-of Course Tests

Table of Contents

| | |
|---|--------------|
| List of Tables | xvi |
| List of Figures..... | xxiii |
| Introduction..... | 1 |
| Introductory Figures | 3 |
| Grade 3 Pretest Multiple-Choice Test Results | 31 |
| Statewide Summary..... | 33 |
| Statewide Alternate Assessments..... | 45 |
| Goal Summaries | 47 |
| Frequency Distributions | 48 |
| End-of-Grade Multiple-Choice Test Results | 51 |
| Statewide Summary..... | 53 |
| Statewide Alternate Assessments | 109 |
| Goal Summaries..... | 133 |
| Frequency Distributions | 139 |
| Student Performance by LEA..... | 151 |
| Alternate Assessment Academic Inventory (AAAI) | 163 |
| Statewide Performance of On-Level Students in Reading..... | 165 |
| Statewide Performance of Off-Level Students in Reading | 168 |
| Statewide Performance of On-Level Students in Mathematics..... | 171 |
| Statewide Performance of Off-Level Students in Mathematics..... | 174 |
| Student Participation by Assessed Grade Level..... | 177 |
| Student Participation by Assigned Grade Level and Subject..... | 178 |

| | |
|--|-----|
| Alternate Assessment Portfolio (AAP) | 179 |
| Statewide Performance | 181 |
| End-of-Course Multiple-Choice Test Results | 183 |
| Statewide Summary..... | 185 |
| Goal Summaries | 228 |
| Frequency Distributions | 238 |
| Student Performance by LEA..... | 250 |
| Appendices | 261 |
| Appendix A: List of North Carolina Charter Schools, 2001-02..... | 263 |
| Appendix B: Test Information Sheets and Sample Test Items | 267 |

List of Tables

Grade 3 Pretest Multiple-Choice Test Results

| | |
|---|----|
| Table 1. 1996-97 to 2001-02 Grade 3 Pretest Multiple-Choice Results, Statewide Summary, Reading and Mathematics | 33 |
| Table 2. 1996-97 to 2001-02 Grade 3 Pretest Multiple-Choice Results, Percent of Students at Each Achievement Level by Gender and Ethnicity, Reading | 34 |
| Table 3. 1996-97 to 2001-02 Grade 3 Pretest Multiple-Choice Results, Percent of Students at Each Achievement Level by Gender and Ethnicity, Mathematics | 35 |
| Table 4. 2001-02 Grade 3 Pretest Multiple-Choice Results, Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students | 43 |
| Table 5. 2001-02 Grade 3 Pretest Multiple-Choice Results, Performance of Students Using Accommodations | 44 |
| Table 6a. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent, Grade 3 Pretest Reading | 45 |
| Table 6b. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent, Grade 3 Pretest Mathematics | 46 |
| Table 7. 2001-02 Grade 3 Pretest Goal Summary Report | 47 |
| Table 8. 2001-02 Grade 3 Pretest Distribution of Scale Scores, Reading | 48 |
| Table 9. 2001-02 Grade 3 Pretest Distribution of Scale Scores, Mathematics | 49 |

End-of-Grade Multiple-Choice Test Results

| | |
|--|----|
| Table 1. 2001-02 End-of-Grade Multiple-Choice Test Results, Statewide Summary, Reading and Mathematics | 53 |
| Table 2. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Statewide Summary of Student Performance, Reading | 54 |
| Table 3. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Statewide Summary of Student Performance, Mathematics | 55 |
| Table 4. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Statewide Summary of Student Performance, Reading | 56 |
| Table 5. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Statewide Summary of Student Performance, Mathematics | 58 |

| | |
|---|-----|
| Table 6. 2001-02 End-of-Grade Multiple-Choice Tests, Achievement Level Ranges by Subject and Grade | 60 |
| Table 7. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students at Each Achievement Level by Grade, Reading | 61 |
| Table 8. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students at Each Achievement Level by Grade, Mathematics | 62 |
| Table 9. 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students by Achievement Level, by Grade and Ethnicity | 95 |
| Table 10. 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students by Achievement Level, by Grade and Gender | 96 |
| Table 11. 2001-02 End-of-Grade Multiple-Choice Test Results, Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students, Grades 3-8 | 97 |
| Table 12. 2001-02 End-of-Grade Multiple-Choice Test Results, Performance of Students Using Accommodations, Grades 3-8 | 105 |
| Table 13. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent, End-of-Grade Reading | 109 |
| Table 14. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent, End-of-Grade 3 Mathematics | 110 |
| Table 15. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent, End-of-Grade 4 Reading | 111 |
| Table 16. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent, End-of-Grade 4 Mathematics | 112 |
| Table 17. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent, End-of-Grade 5 Reading | 113 |
| Table 18. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent, End-of-Grade 5 Mathematics | 114 |
| Table 19. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent, End-of-Grade 6 Reading | 115 |
| Table 20. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent, End-of-Grade 6 Mathematics | 116 |
| Table 21. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent, End-of-Grade 7 Reading | 117 |

| | |
|---|-----|
| Table 22. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent, End-of-Grade 7 Mathematics..... | 118 |
| Table 23. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent, End-of-Grade 8 Reading | 119 |
| Table 24. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent, End-of-Grade 8 Mathematics..... | 120 |
| Table 25. 2001-02 End-of-Grade Multiple-Choice Test Results, Characteristics and Performance of Grade 3 Students | 121 |
| Table 26. 2001-02 End-of-Grade Multiple-Choice Test Results, Characteristics and Performance of Grade 4 Students | 123 |
| Table 27. 2001-02 End-of-Grade Multiple-Choice Test Results, Characteristics and Performance of Grade 5 Students | 125 |
| Table 28. 2001-02 End-of-Grade Multiple-Choice Test Results, Characteristics and Performance of Grade 6 Students | 127 |
| Table 29. 2001-02 End-of-Grade Multiple-Choice Test Results, Characteristics and Performance of Grade 7 Students | 129 |
| Table 30. 2001-02 End-of-Grade Multiple-Choice Test Results, Characteristics and Performance of Grade 8 Students | 131 |
| Table 31. 2001-02 End-of-Grade Grade 3 Goal Summary Report | 133 |
| Table 32. 2001-02 End-of-Grade Grade 4 Goal Summary Report | 134 |
| Table 33. 2001-02 End-of-Grade Grade 5 Goal Summary Report | 135 |
| Table 34. 2001-02 End-of-Grade Grade 6 Goal Summary Report | 136 |
| Table 35. 2001-02 End-of-Grade Grade 7 Goal Summary Report | 137 |
| Table 36. 2001-02 End-of-Grade Grade 8 Goal Summary Report | 138 |
| Table 37. 2001-02 End-of-Grade Distribution of Scale Scores, Grade 3 Reading | 139 |
| Table 38. 2001-02 End-of-Grade Distribution of Scale Scores, Grade 3 Mathematics | 140 |
| Table 39. 2001-02 End-of-Grade Distribution of Scale Scores, Grade 4 Reading | 141 |
| Table 40. 2001-02 End-of-Grade Distribution of Scale Scores, Grade 4 Mathematics | 142 |

| | |
|---|-----|
| Table 41. 2001-02 End-of-Grade Distribution of Scale Scores, Grade 5 Reading | 143 |
| Table 42. 2001-02 End-of-Grade Distribution of Scale Scores, Grade 5 Mathematics | 144 |
| Table 43. 2001-02 End-of-Grade Distribution of Scale Scores, Grade 6 Reading | 145 |
| Table 44. 2001-02 End-of-Grade Distribution of Scale Scores, Grade 6 Mathematics | 146 |
| Table 45. 2001-02 End-of-Grade Distribution of Scale Scores, Grade 7 Reading | 147 |
| Table 46. 2001-02 End-of-Grade Distribution of Scale Scores, Grade 7 Mathematics | 148 |
| Table 47. 2001-02 End-of-Grade Distribution of Scale Scores, Grade 8 Reading | 149 |
| Table 48. 2001-02 End-of-Grade Distribution of Scale Scores, Grade 8 Mathematics | 150 |
| Table 49. 2001-02 End-of-Grade Multiple-Choice Test Results, Grade 3 Mean Scale Score by LEA – Reading | 151 |
| Table 50. 2001-02 End-of-Grade Multiple-Choice Test Results, Grade 3 Mean Scale Score by LEA – Mathematics | 152 |
| Table 51. 2001-02 End-of-Grade Multiple-Choice Test Results, Grade 4 Mean Scale Score by LEA – Reading | 153 |
| Table 52. 2001-02 End-of-Grade Multiple-Choice Test Results, Grade 4 Mean Scale Score by LEA – Mathematics | 154 |
| Table 53. 2001-02 End-of-Grade Multiple-Choice Test Results, Grade 5 Mean Scale Score by LEA – Reading | 155 |
| Table 54. 2001-02 End-of-Grade Multiple-Choice Test Results, Grade 5 Mean Scale Score by LEA – Mathematics | 156 |
| Table 55. 2001-02 End-of-Grade Multiple-Choice Test Results, Grade 6 Mean Scale Score by LEA – Reading | 157 |
| Table 56. 2001-02 End-of-Grade Multiple-Choice Test Results, Grade 6 Mean Scale Score by LEA – Mathematics | 158 |
| Table 57. 2001-02 End-of-Grade Multiple-Choice Test Results, Grade 7 Mean Scale Score by LEA – Reading | 159 |
| Table 58. 2001-02 End-of-Grade Multiple-Choice Test Results, Grade 7 Mean Scale Score by LEA – Mathematics | 160 |

| | |
|---|-----|
| Table 59. 2001-02 End-of-Grade Multiple-Choice Test Results, Grade 8 Mean Scale Score by LEA – Reading | 161 |
| Table 60. 2001-02 End-of-Grade Multiple-Choice Test Results, Grade 8 Mean Scale Score by LEA – Mathematics | 162 |

Alternate Assessment Academic Inventory (AAAI)

| | |
|--|-----|
| Table 1. 2001-02 Alternate Assessment Academic Inventory (AAAI), Statewide Performance of On-Level Students in Reading | 165 |
| Table 2. 2001-02 Alternate Assessment Academic Inventory (AAAI), Characteristics and Performance of On-Level Students in Reading | 166 |
| Table 3. 2001-02 Alternate Assessment Academic Inventory (AAAI), Statewide Performance of Off-Level Students in Reading | 168 |
| Table 4. 2001-02 Alternate Assessment Academic Inventory (AAAI), Characteristics and Performance of Off-Level Students in Reading | 169 |
| Table 5. 2001-02 Alternate Assessment Academic Inventory (AAAI), Statewide Performance of On-Level Students in Mathematics | 171 |
| Table 6. 2001-02 Alternate Assessment Academic Inventory (AAAI), Characteristics and Performance of On-Level Students in Mathematics | 172 |
| Table 7. 2001-02 Alternate Assessment Academic Inventory (AAAI), Statewide Performance of Off-Level Students in Mathematics | 174 |
| Table 8. 2001-02 Alternate Assessment Academic Inventory (AAAI), Characteristics and Performance of Off-Level Students in Mathematics | 175 |
| Table 9. 2001-02 Alternate Assessment Academic Inventory (AAAI), Student Participation by Assessed Grade Level, Reading | 177 |
| Table 10. 2001-02 Alternate Assessment Academic Inventory (AAAI), Student Participation by Assessed Grade Level, Mathematics | 177 |
| Table 11. 2001-02 Alternate Assessment Academic Inventory (AAAI), Student Participation by Assigned Grade Level and Subject | 178 |

Alternate Assessment Portfolio (AAP)

| | |
|--|-----|
| Table 1. 2001-02 Alternate Assessment Portfolio (AAP), Statewide Student Performance at Each Achievement Level, Percent Achieving Growth, and Percent Not Achieving Growth | 181 |
|--|-----|

End-of-Course Multiple-Choice Test Results

| | |
|---|-----|
| Table 1. 1985-86 to 2001-02 End-of-Course Multiple-Choice Test Results, Statewide Summary | 185 |
| Table 2. 2000-01 to 2001-02 End-of-Course Multiple-Choice Test Results, Comparison of Percent of Students At or Above Achievement Level III, by Ethnicity | 188 |
| Table 3. 2001-02 End-of-Course Multiple-Choice Tests, Achievement Level Ranges, by Course | 189 |
| Table 4. 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Students by Achievement Level, by Course and Ethnicity | 190 |
| Table 5a. 1999-00 to 2001-02 End-of Course Multiple-Choice Test Results, Percent of Students by Achievement Level, by Course and Gender (Algebra I, Algebra II, and Geometry) | 205 |
| Table 5b. 2001-02 End-of Course Multiple-Choice Test Results, Percent of Students by Achievement Level, by Course and Gender (Biology; Chemistry; Economic, Legal, and Political Systems; English I; Physical Science; Physics; and U.S. History) | 206 |
| Table 6. 2001-02 End-of-Course Multiple-Choice Test Results, Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students, by Course | 207 |
| Table 7. 2001-02 End-of-Course Multiple-Choice Test Results, Performance of Students Using Accommodations, by Course | 212 |
| Table 8. 2001-02 End-of-Course Multiple-Choice Test Results, Participation of Students with Special Needs | 217 |
| Table 9. 2001-02 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking Algebra I | 218 |
| Table 10. 2001-02 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking Algebra II | 219 |
| Table 11. 2001-02 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking Biology | 220 |
| Table 12. 2001-02 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking Chemistry | 221 |
| Table 13. 2001-02 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking Economics, Legal, and Political Systems | 222 |
| Table 14. 2001-02 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking English I | 223 |

| | |
|---|-----|
| Table 15. 2001-02 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking Geometry | 224 |
| Table 16. 2001-02 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking Physical Science | 225 |
| Table 17. 2001-02 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking Physics | 226 |
| Table 18. 2001-02 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking U.S. History | 227 |
| Table 19. 2001-02 End-of-Course Goal Summary Report, Algebra I | 228 |
| Table 20. 2001-02 End-of-Course Goal Summary Report, Algebra II | 229 |
| Table 21. 2001-02 End-of-Course Goal Summary Report, Biology | 230 |
| Table 22. 2001-02 End-of-Course Goal Summary Report, Chemistry | 231 |
| Table 23. 2001-02 End-of-Course Goal Summary Report, Economic, Legal, and Political Systems | 232 |
| Table 24. 2001-02 End-of-Course Goal Summary Report, English I | 233 |
| Table 25. 2001-02 End-of-Course Goal Summary Report, Geometry | 234 |
| Table 26. 2001-02 End-of-Course Goal Summary Report, Physical Science | 235 |
| Table 27. 2001-02 End-of-Course Goal Summary Report, Physics | 236 |
| Table 28. 2001-02 End-of-Course Goal Summary Report, U.S. History | 237 |
| Table 29. 2001-02 End-of-Course Distribution of Scale Scores, Algebra I | 238 |
| Table 30. 2001-02 End-of-Course Distribution of Scale Scores, Algebra II | 240 |
| Table 31. 2001-02 End-of-Course Distribution of Scale Scores, Biology | 242 |
| Table 32. 2001-02 End-of-Course Distribution of Scale Scores, Chemistry | 243 |
| Table 33. 2001-02 End-of-Course Distribution of Scale Scores, Economic, Legal, and Political Systems | 244 |
| Table 34. 2001-02 End-of-Course Distribution of Scale Scores, English I | 245 |
| Table 35. 2001-02 End-of-Course Distribution of Scale Scores, Geometry | 246 |

| | |
|--|-----|
| Table 36. 2001-02 End-of-Course Distribution of Scale Scores, Physical Science | 247 |
| Table 37. 2001-02 End-of-Course Distribution of Scale Scores, Physics | 248 |
| Table 38. 2001-02 End-of-Course Distribution of Scale Scores, U.S. History | 249 |
| Table 39. 2001-02 End-of-Course Multiple-Choice Test Results, Mean Scale Score by LEA, Algebra I | 250 |
| Table 40. 2001-02 End-of-Course Multiple-Choice Test Results, Mean Scale Score by LEA, Algebra II | 251 |
| Table 41. 2001-02 End-of-Course Multiple-Choice Test Results, Mean Scale Score by LEA, Biology | 252 |
| Table 42. 2001-02 End-of-Course Multiple-Choice Test Results, Mean Scale Score by LEA, Chemistry | 253 |
| Table 43. 2001-02 End-of-Course Multiple-Choice Test Results, Mean Scale Score by LEA, Economic, Legal, and Political Systems | 254 |
| Table 44. 2001-02 End-of-Course Multiple-Choice Test Results, Mean Scale Score by LEA, English I | 255 |
| Table 45. 2001-02 End-of-Course Multiple-Choice Test Results, Mean Scale Score by LEA, Geometry | 256 |
| Table 46. 2001-02 End-of-Course Multiple-Choice Test Results, Mean Scale Score by LEA, Physical Science | 257 |
| Table 47. 2001-02 End-of-Course Multiple-Choice Test Results, Mean Scale Score by LEA, Physics | 258 |
| Table 48. 2001-02 End-of-Course Multiple-Choice Test Results, Mean Scale Score by LEA, U.S. History | 259 |

List of Figures

Introductory Figures

| | |
|--|---|
| Intro. Figure 1. 1996-97 to 2001-02 Grade 3 Pretest Multiple-Choice Results, Percent of Students at Each Achievement Level in Reading | 5 |
| Intro. Figure 2. 1996-97 to 2001-02 Grade 3 Pretest Multiple-Choice Results, Percent of Students at Each Achievement Level in Mathematics | 5 |

| | |
|---|----|
| Intro. Figure 3. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students at Each Achievement Level in Reading, Across All Grades (3-8) | 6 |
| Intro. Figure 4. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students at Each Achievement Level in Mathematics, Across All Grades (3-8) | 6 |
| Intro. Figure 5. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III, Reading and Mathematics, Grades 3-8 | 7 |
| Intro. Figure 6. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grades 3-8..... | 7 |
| Intro. Figure 7. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grades 3-8..... | 8 |
| Intro. Figure 8. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grades 3-8, for Black and White Students | 8 |
| Intro. Figure 9. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in Reading, Across All Grades (3-8)..... | 9 |
| Intro. Figure 10. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in Mathematics, Across All Grades (3-8)..... | 10 |
| Intro. Figure 11. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grades 3-8, by Ethnicity | 11 |
| Intro. Figure 12. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in Reading, Across All Grades (3-8) by Ethnicity..... | 12 |
| Intro. Figure 13. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in Mathematics, Across All Grades (3-8) by Ethnicity..... | 13 |
| Intro. Figure 14. 2001-02 End-of-Grade Multiple-Choice Test Results, Mean and Median Reading Scale Scores and Selected Percentiles Grades 3-8, by Ethnicity..... | 14 |
| Intro. Figure 15. 2001-02 End-of-Grade Multiple-Choice Test Results, Mean and Median Mathematics Scale Scores and Selected Percentiles Grades 3-8, by Ethnicity..... | 15 |
| Intro. Figure 16. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grades 3-8, by Disability | 16 |

| | |
|---|----|
| Intro. Figure 17. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Exceptional Students At or Above Level III in Reading, Across All Grades (3-8)..... | 17 |
| Intro. Figure 18. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Exceptional Students At or Above Level III in Mathematics, Across All Grades (3-8) | 18 |
| Intro. Figure 19. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Students at Each Achievement Level in the Ten Core Courses (Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; English I; Geometry; Physical Science; Physics; and U.S. History) | 19 |
| Intro. Figure 20. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Students At or Above Level III, by Course..... | 25 |
| Intro. Figure 21. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Scores At or Above Level III Across the Five Core Courses (Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History), for Black and White Students | 26 |
| Intro. Figure 22. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Scores At or Above Level III Across the Five Core Courses (Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History), by Ethnicity | 27 |
| Intro. Figure 23. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Scores At or Above Level III Across the Five Core Courses (Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History), by Disability | 28 |

Grade 3 Pretest Results

| | |
|--|----|
| Figure 1. 1996-97 to 2001-02 Grade 3 Pretest Multiple-Choice Results, Percent of Students At or Above Level III in Reading, by Ethnicity..... | 36 |
| Figure 2. 1996-97 to 2001-02 Grade 3 Pretest Multiple-Choice Results, Percent of Students At or Above Level III in Mathematics, by Ethnicity | 36 |
| Figure 3. 2001-02 Grade 3 Pretest Multiple-Choice Results, Percent of Students At or Above Level III in Reading and Mathematics, by Ethnicity | 37 |
| Figure 4. 2001-02 Grade 3 Pretest Multiple-Choice Results, Percent of Students At or Above Level III in Reading, by Gender and Ethnicity | 38 |
| Figure 5. 2001-02 Grade 3 Pretest Multiple-Choice Results, Percent of Students At or Above Level III in Mathematics, by Gender and Ethnicity | 39 |

| | |
|---|----|
| Figure 6. 2001-02 Grade 3 Pretest Multiple-Choice Results, Percent of Students at Each Achievement Level in Reading, by Gender and Ethnicity | 40 |
| Figure 7. 2001-02 Grade 3 Pretest Multiple-Choice Results, Percent of Students at Each Achievement Level in Mathematics, by Gender and Ethnicity | 41 |
| Figure 8. 1996-97 to 2001-02 Grade 3 Pretest Multiple-Choice Results, Percent of Limited English Proficient Students At or Above Level III in the Reading and Mathematics Tests | 42 |

End-of-Grade Multiple-Choice Test Results

| | |
|--|----|
| Figure 1. 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students at Each Achievement Level in Reading, Grades 3-8 Combined, by Ethnicity | 63 |
| Figure 2. 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students at Each Achievement Level in Mathematics, Grades 3-8 Combined, by Ethnicity..... | 64 |
| Figure 3. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in Reading and Mathematics, Grades 3-8 | 65 |
| Figure 4. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grade 3-8 | 67 |
| Figure 5. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grades 3-8 Combined, by Ethnicity..... | 69 |
| Figure 6. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grades 3-8 Combined, by Gender..... | 71 |
| Figure 7a. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grade 3, by Ethnicity..... | 72 |
| Figure 7b. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grade 3 Across Years, by Ethnicity..... | 74 |
| Figure 7c. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grade 3 by Gender..... | 76 |
| Figure 8a. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grade 5 by Ethnicity..... | 77 |

| | |
|---|----|
| Figure 8b. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grade 5 Across Years, by Ethnicity..... | 79 |
| Figure 8c. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grade 5, by Gender..... | 81 |
| Figure 9a. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grade 8, by Ethnicity..... | 82 |
| Figure 9b. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grade 8 Across Years, by Ethnicity..... | 83 |
| Figure 9c. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grade 8, by Gender..... | 85 |
| Figure 10. 1997-98 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Cohort Comparison, Grade 3 to Grade 7..... | 86 |
| Figure 11. 1996-97 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Cohort Comparison, Grade 3 to Grade 8..... | 87 |
| Figure 12. 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grades 3-8, by Gender and Ethnicity..... | 88 |
| Figure 13. 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grade 3, by Gender and Ethnicity | 89 |
| Figure 14. 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grade 5, by Gender and Ethnicity | 90 |
| Figure 15. 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grade 8, by Gender and Ethnicity | 91 |
| Figure 16. 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students at Each Achievement Level in Reading, Grades 3-8 Combined, by Gender and Ethnicity | 92 |
| Figure 17. 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Students at Each Achievement Level in Mathematics, Grades 3-8 Combined, by Gender and Ethnicity ... | 93 |
| Figure 18. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Gains in Mean Scale Scores – Reading, Grades 3-8 | 94 |

| | |
|---|-----|
| Figure 19. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results, Gains in Mean Scale Scores – Mathematics, Grades 3-8 | 94 |
| Figure 20. 1996-97 to 2001-02 End-of-Grade Multiple-Choice Test Results, Percent of Limited English Proficient Students At or Above Level III in <u>Both</u> Reading and Mathematics, Grades 3-8 Combined | 104 |

North Carolina Alternate Assessment Academic Inventory (NCAAAI)

| | |
|---|-----|
| Figure 1. 2001-02 North Carolina Alternate Assessment Academic Inventory (NCAAAI) Student Participation in On-Level Reading, by Gender and Ethnicity | 167 |
| Figure 2. 2001-02 North Carolina Alternate Assessment Academic Inventory (NCAAAI) Student Participation in Off-Level Reading, by Gender and Ethnicity | 170 |
| Figure 3. 2001-02 North Carolina Alternate Assessment Academic Inventory (NCAAAI) Student Participation in On-Level Mathematics, by Gender and Ethnicity | 173 |
| Figure 4. 2001-02 North Carolina Alternate Assessment Academic Inventory (NCAAAI) Student Participation in Off-Level Mathematics, by Gender and Ethnicity | 176 |

End-of-Course Multiple-Choice Test Results

| | |
|--|-----|
| Figure 1. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Students At or Above Level III in Algebra I, by Ethnicity | 192 |
| Figure 2. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Students At or Above Level III Algebra II, by Ethnicity | 193 |
| Figure 3. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Students At or Above Level III in Biology, by Ethnicity | 194 |
| Figure 4. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Students At or Above Level III in Chemistry, by Ethnicity | 195 |
| Figure 5. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Students At or Above Level III in Economic, Legal, and Political Systems, by Ethnicity | 196 |
| Figure 6. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Students At or Above Level III in English I, by Ethnicity | 197 |
| Figure 7. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Students At or Above Level III in Geometry, by Ethnicity | 198 |
| Figure 8. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Students At or Above Level III in Physical Science, by Ethnicity | 199 |

| | |
|--|-----|
| Figure 9. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Students At or Above Level III in Physics, by Ethnicity | 200 |
| Figure 10. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Students At or Above Level III in U.S. History, by Ethnicity | 201 |
| Figure 11. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Scores At or Above Level III Across the Five Core Courses (Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History), by Ethnicity | 202 |
| Figure 12. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Scores At or Above Level III Across the Five Core Courses (Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History), by Gender | 203 |
| Figure 13. 1995-96 to 2001-02 End-of-Course Multiple-Choice Test Results, Percent of Scores At or Above Achievement Level III Across the Five Core Courses (Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History), for Limited English Proficient Students | 204 |

Introduction

The *2001-02 North Carolina State Testing Results* report provides information on student performance at the state, regional, and school system levels on the following multiple-choice tests administered as components of the 2001-02 North Carolina Testing Program: grade 3 pretest (reading and mathematics), end-of-grade tests (grades 3-8 in reading and mathematics), alternate assessments for the end-of-grade tests, and end-of-course tests (high school subjects). The figures and tables in this document were generated using student test data from the grade 3 pretest fall 2001 test administration; the end-of-grade spring 2002 test administration; alternate assessments for the end-of-grade tests in the 2001-02 accountability year; and the end-of-course summer 2001, fall 2001, and spring 2002 test administrations. These test data were generated from raw data files provided by each local education agency (LEA), including charter schools. Some minor duplication for end-of-course test data can occur when students re-take courses and, therefore, are required to re-take the test. Test data were reconciled with school systems' test data through August 16, 2002, the cutoff date for the 2001-02 school year reporting for the grade 3 pretest, end-of-grade tests, the Alternate Assessment Academic Inventory (AAAI), and the Alternate Assessment Portfolio (AAP). Test data were reconciled with school systems' test data through September 25, 2002, the cutoff date for the 2001-02 school year reporting for the end-of-course tests.

The general focus of the 2001-02 *State Testing Results* report is on student *performance* on multiple-choice tests administered during the 2001-02 school year. However, many data are reported across years in order to show gains and trends in student performance. Student absolute *performance* and *growth* are the key components of the State Board of Education's ABCs of Public Education school-level accountability program. School-level accountability results are found in the *State Report Card*, which is published annually.

State- and system-level results contained within this document may be used to make grade-to-grade, subject-to-subject, and year-to-year comparisons. In addition, comparisons of developmental scale scores of cohort groups as they move through grades 3-8 in reading and mathematics can be made. A variety of statistical descriptions, test scores and formats have been used to present the aggregate student data. Mean scale scores; the percent of students identified at the four achievement levels; the percent of students identified as Achievement Level III or above on the grade 3 pretest, end-of-grade tests in grades 3-8, and end-of-course tests, are also presented. Information in this document may be used as a reference for educational stakeholders interested in making comparisons, conducting analyses, and generating reports.

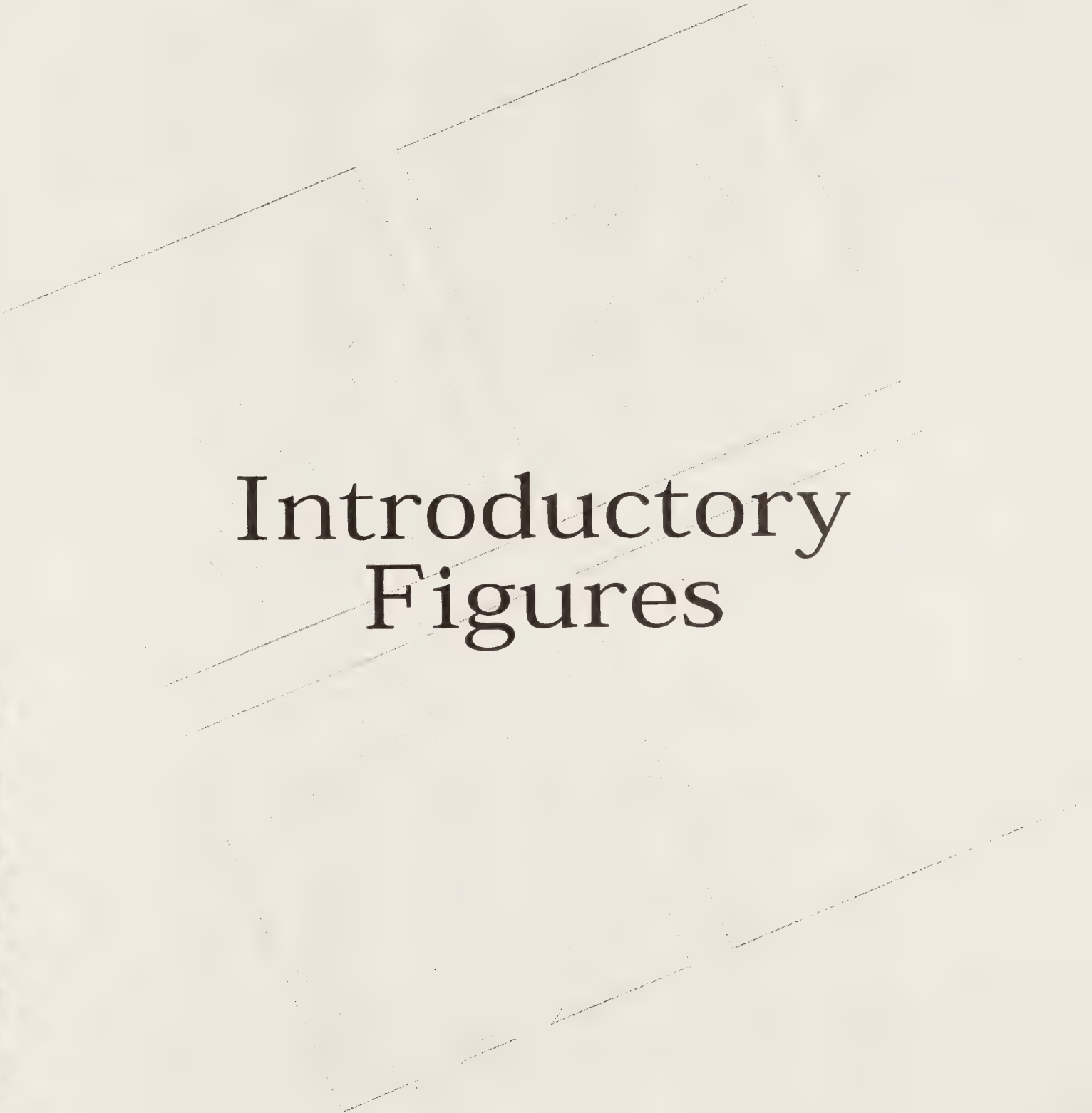
In addition to the summary statistics, this document contains disaggregated test results for subgroups for the multiple-choice grade 3 pretest, end-of-grade tests, alternate assessments for the end-of-grade tests, and end-of-course tests. The state-level goal summary reports serve as a curriculum reference of student performance on the curriculum goals across grades and subjects. These results represent average student performance on the curriculum competencies defined in the North Carolina *Standard*

Course of Study. The frequency distributions provide state-level summary statistics for 2001-02.

End-of-course testing began as a part of the North Carolina Testing Program in 1985-86 with the first administration of the Algebra I test. Other high school subject tests were added over time until 1994-95 when the program included eleven tests: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems (ELPS); English I; English II; Geometry; Physical Science; Physics; and U.S. History. In 1995-96, under the ABCs plan, end-of-course tests were reduced to include Algebra I; Biology; Economic, Legal, and Political Systems (ELPS); English I; and U.S. History. For the 2001-02 school year, the following ten end-of-course tests were mandated: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; English I; Geometry; Physical Science; Physics; and U.S. History.

End-of-grade testing was implemented initially in 1992-93 when more challenging assessment strategies replaced the California Achievement Tests (1978-92). During the 2001-02 school year, end-of-grade tests administered as a component of the statewide accountability program included reading and mathematics multiple-choice tests in grades 3-8. Administrations of alternate assessments for the end-of-grade tests including the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP) were administered to qualified students with disabilities in the 2001-02 accountability year. The administration of the North Carolina Grade 3 Pretest began in 1996-97. The High School Comprehensive Test of reading and mathematics began as a part of the North Carolina Testing Program in 1997-98, but was eliminated by the State Board of Education for the 2001-02 accountability year. Only students in Grade 10 who attended high schools designated as Title I schools were required to participate in the High School Comprehensive Test of reading and mathematics in 2001-02.

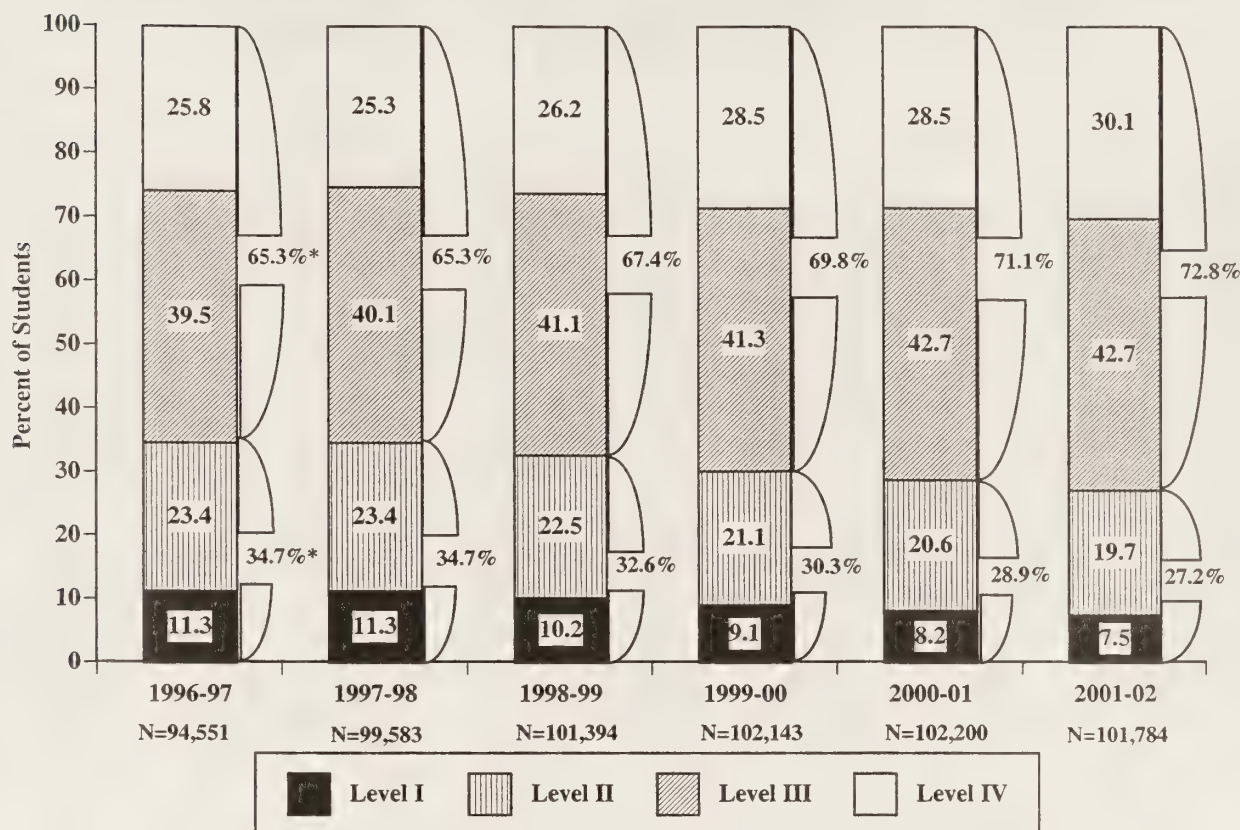
The purpose of this publication is to provide a longitudinal, comprehensive compendium of test results from grade 3 pretest, end-of-grade tests in grades 3-8 including alternate assessments, and end-of-course multiple-choice tests from 1992-93 to 2001-02 with a focus on reports of the 2001-02 school year performance. As the public schools of North Carolina continue to implement the ABCs of public education, the *State Testing Results* documents student performance and provides the reader an opportunity to develop an overall perspective on absolute student achievement in North Carolina.



Introductory Figures

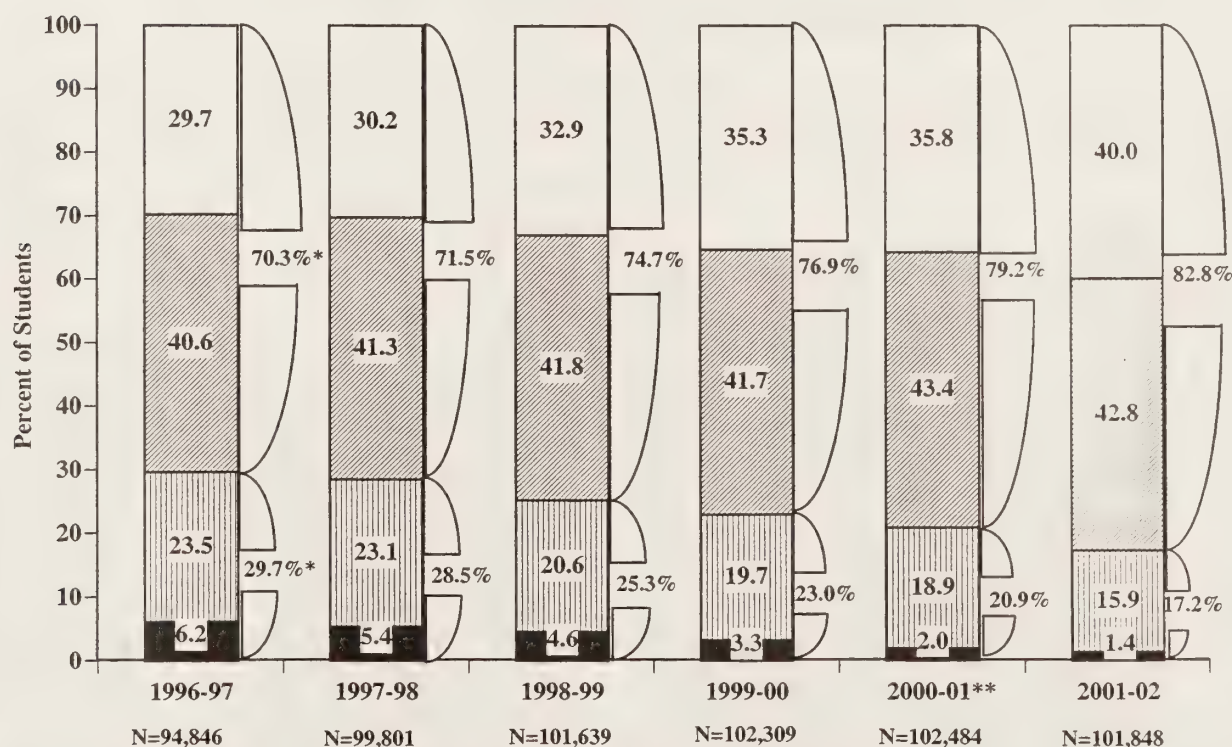
Intro. Figure 1. 1996-97 to 2001-02 Grade 3 Pretest Multiple-Choice Test Results

Percent of Students at Each Achievement Level in Reading



Intro. Figure 2. 1996-97 to 2001-02 Grade 3 Pretest Multiple-Choice Test Results

Percent of Students at Each Achievement Level in Mathematics



Notes: *Level I/II and Level III/IV percents are calculated based on actual N counts and are not the sum of each percent.

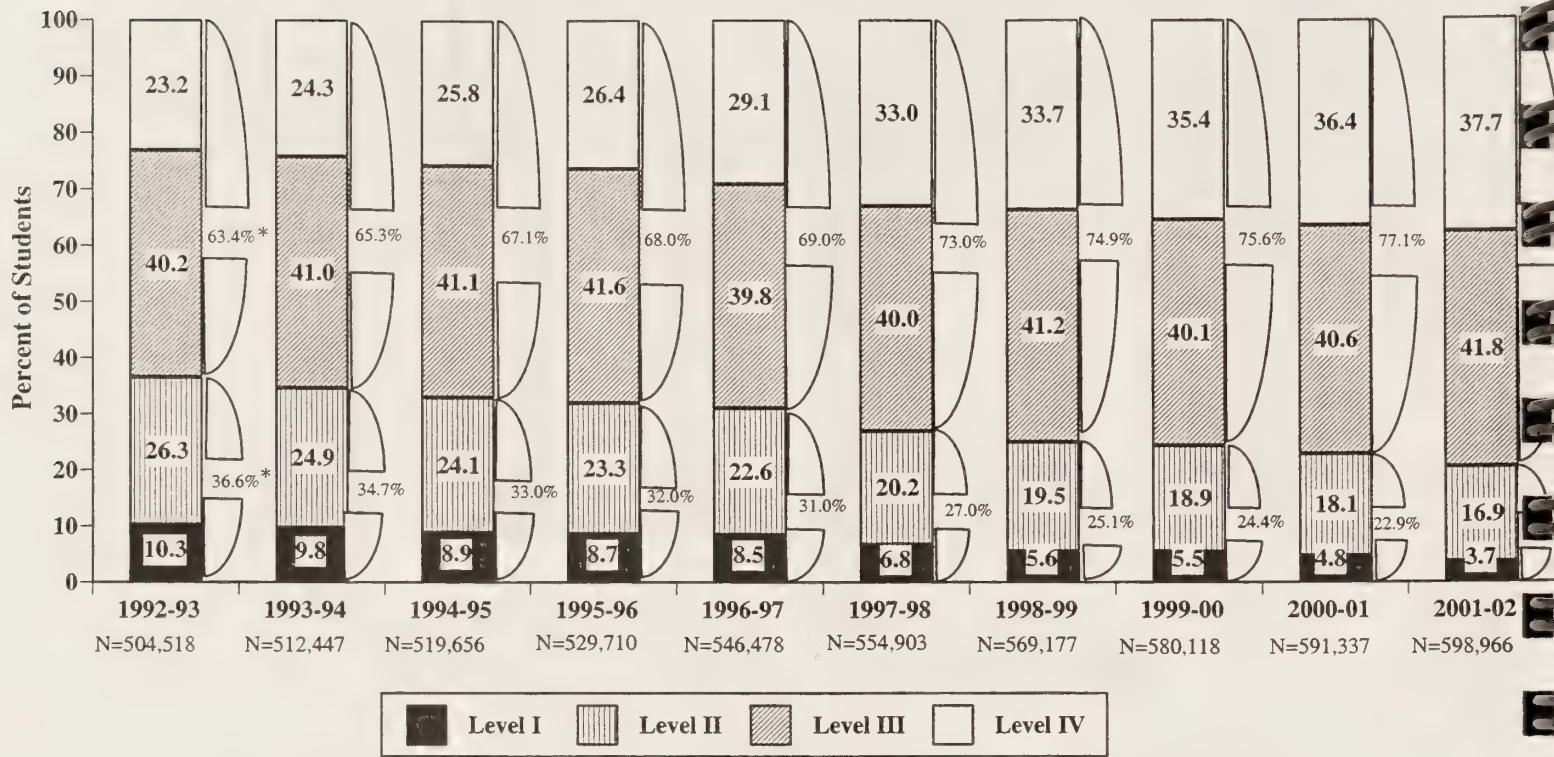
**The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

Due to rounding, data for some years may not add to 100.0 percent.

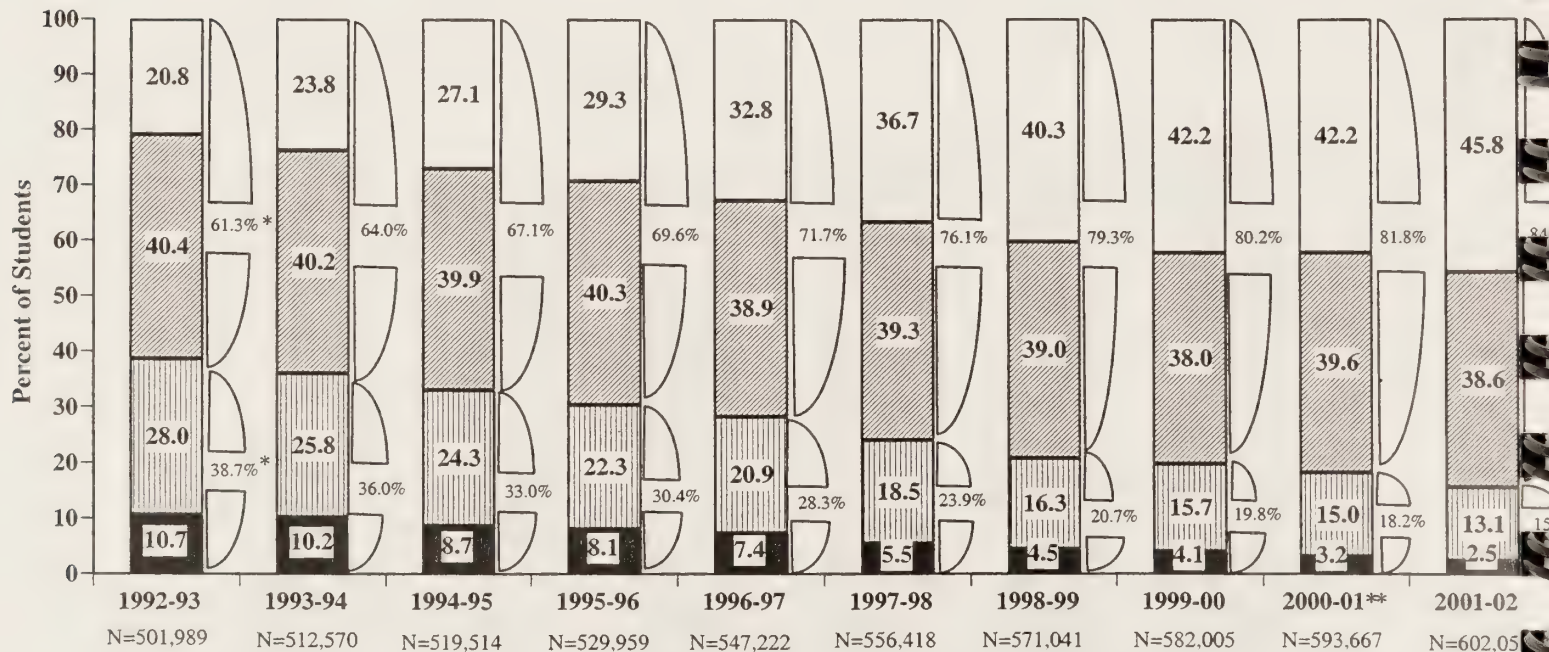
Data received from LEAs and charter schools after September 16, 2002 are not included in these figures.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Intro. Figure 3. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading
Across All Grades (3-8)



Intro. Figure 4. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics
Across All Grades (3-8)



Notes: *Level I/II and Level III/IV percents are calculated based on actual N counts and are not the sum of each percent.

**The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

Due to rounding, data for some years may not add to 100.0 percent.

These two figures supercede all those previously published due to corrected reporting errors.

Data received from LEAs and charter schools after September 16, 2002 are not included in these figures.

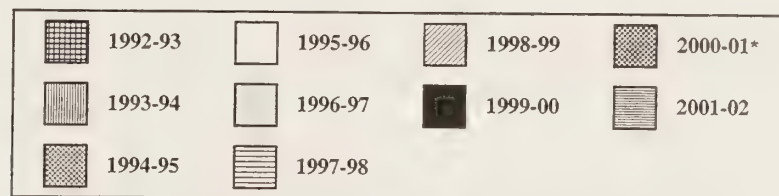
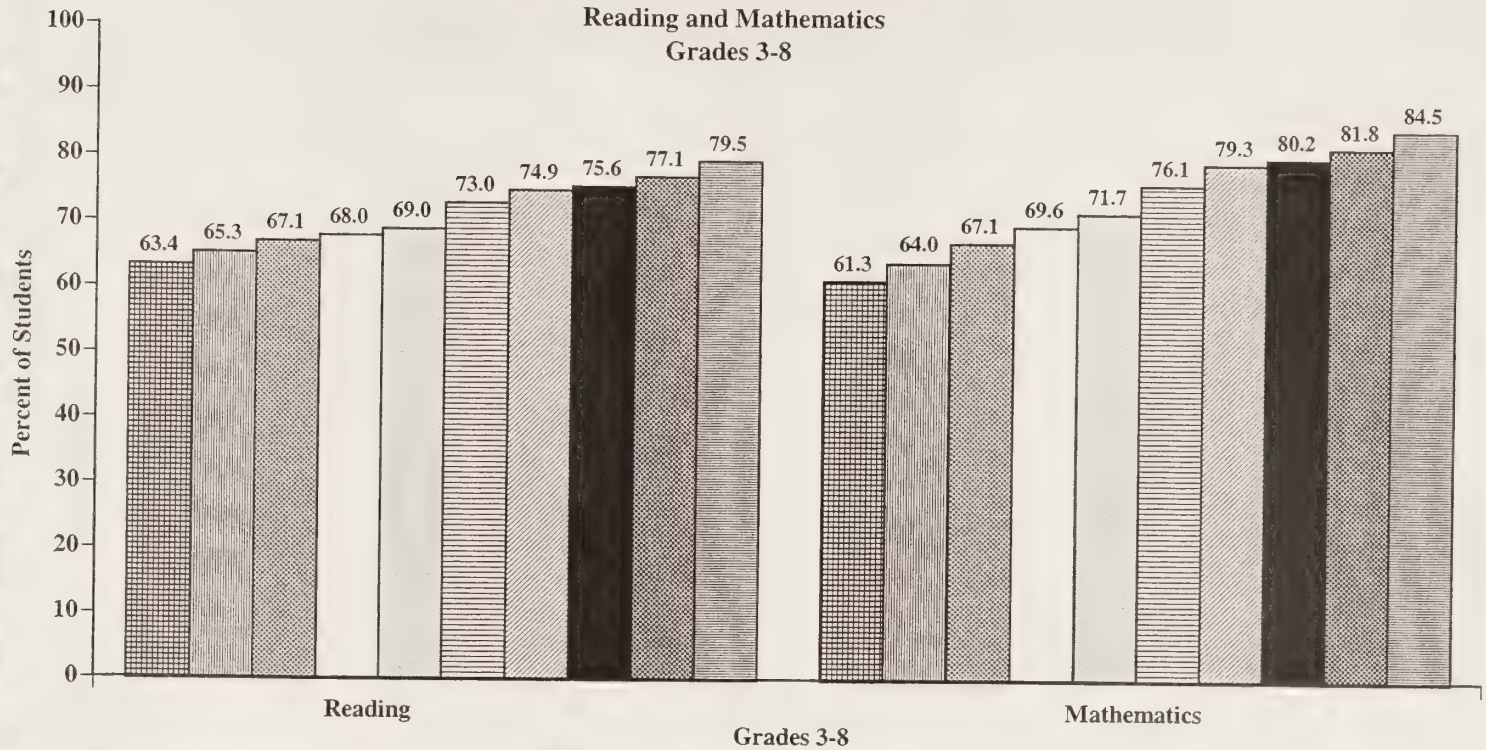
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Intro. Figure 5. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results

Percent of Students At or Above Level III

Reading and Mathematics

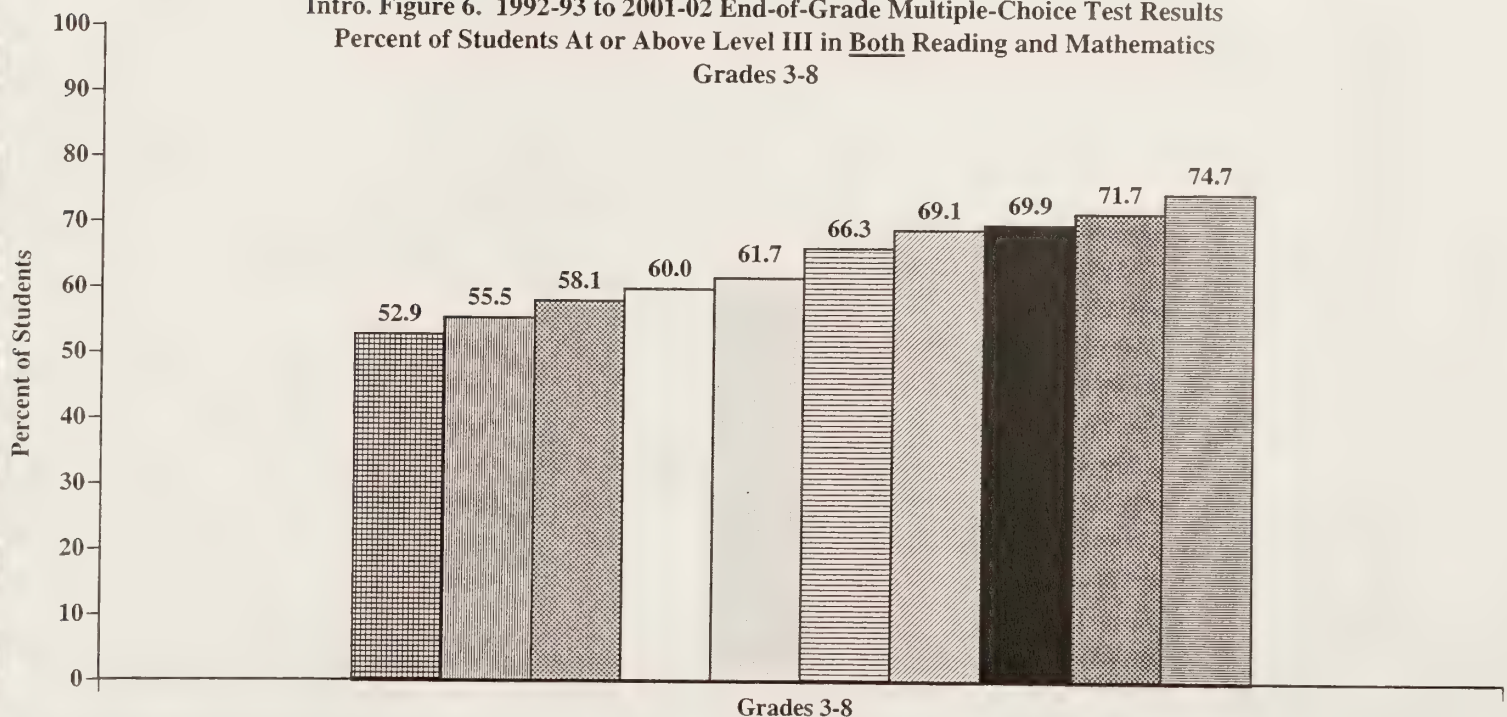
Grades 3-8



Intro. Figure 6. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results

Percent of Students At or Above Level III in Both Reading and Mathematics

Grades 3-8



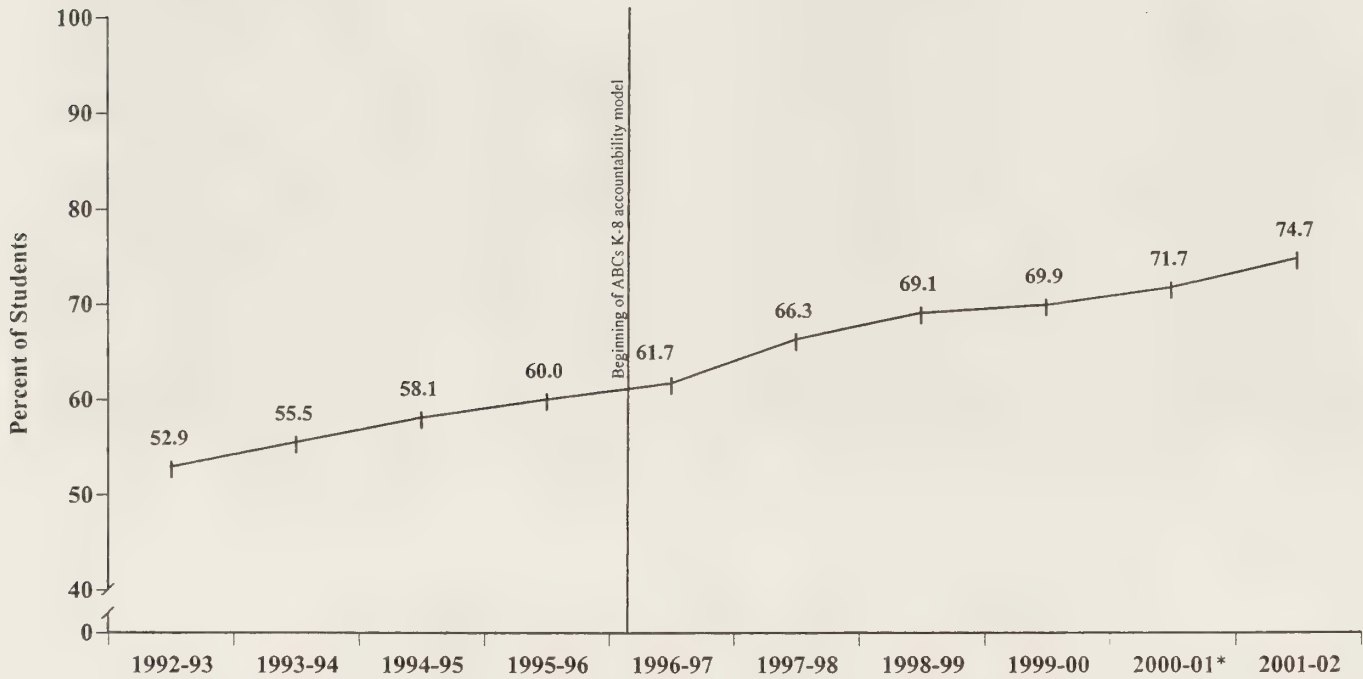
Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

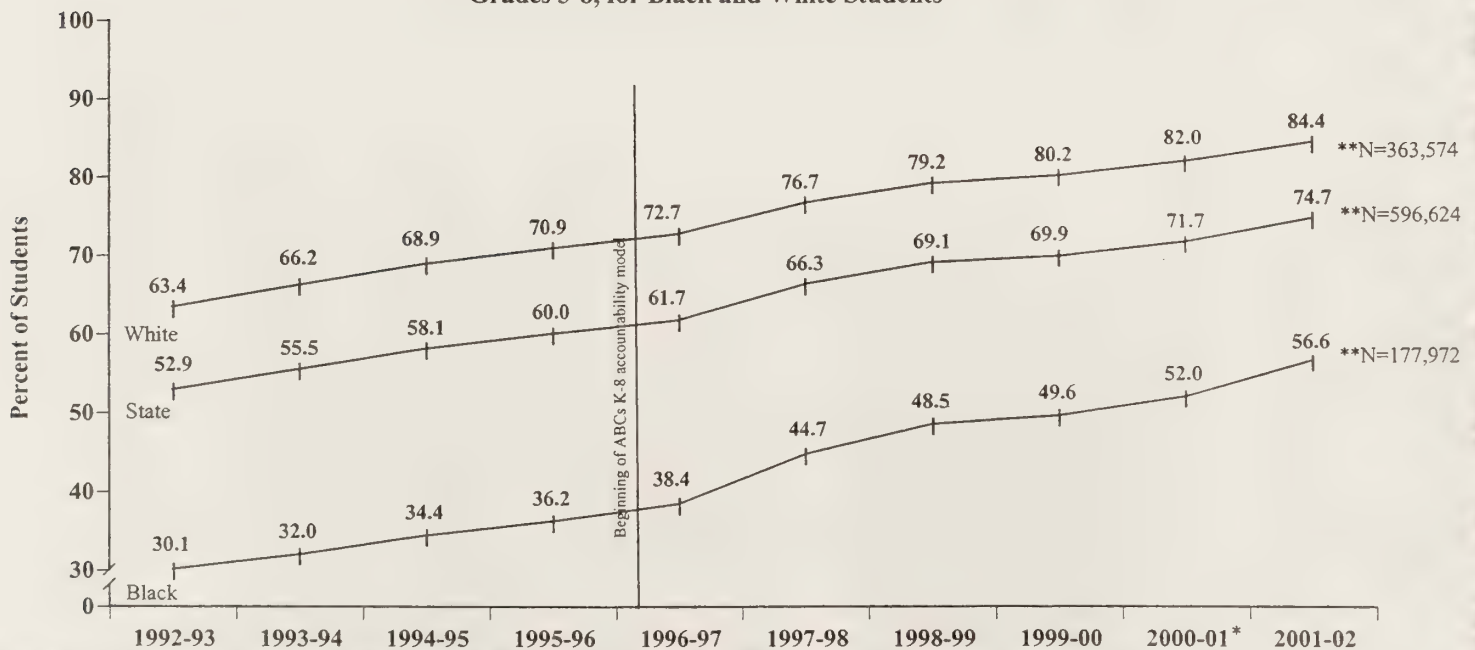
Data received from LEAs and charter schools after August 16, 2002 are not included in these figures.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Intro. Figure 7. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grades 3-8**



**Intro. Figure 8. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics,
Grades 3-8, for Black and White Students**



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**N counts equal the number of students tested; previous years are comparable.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.

Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

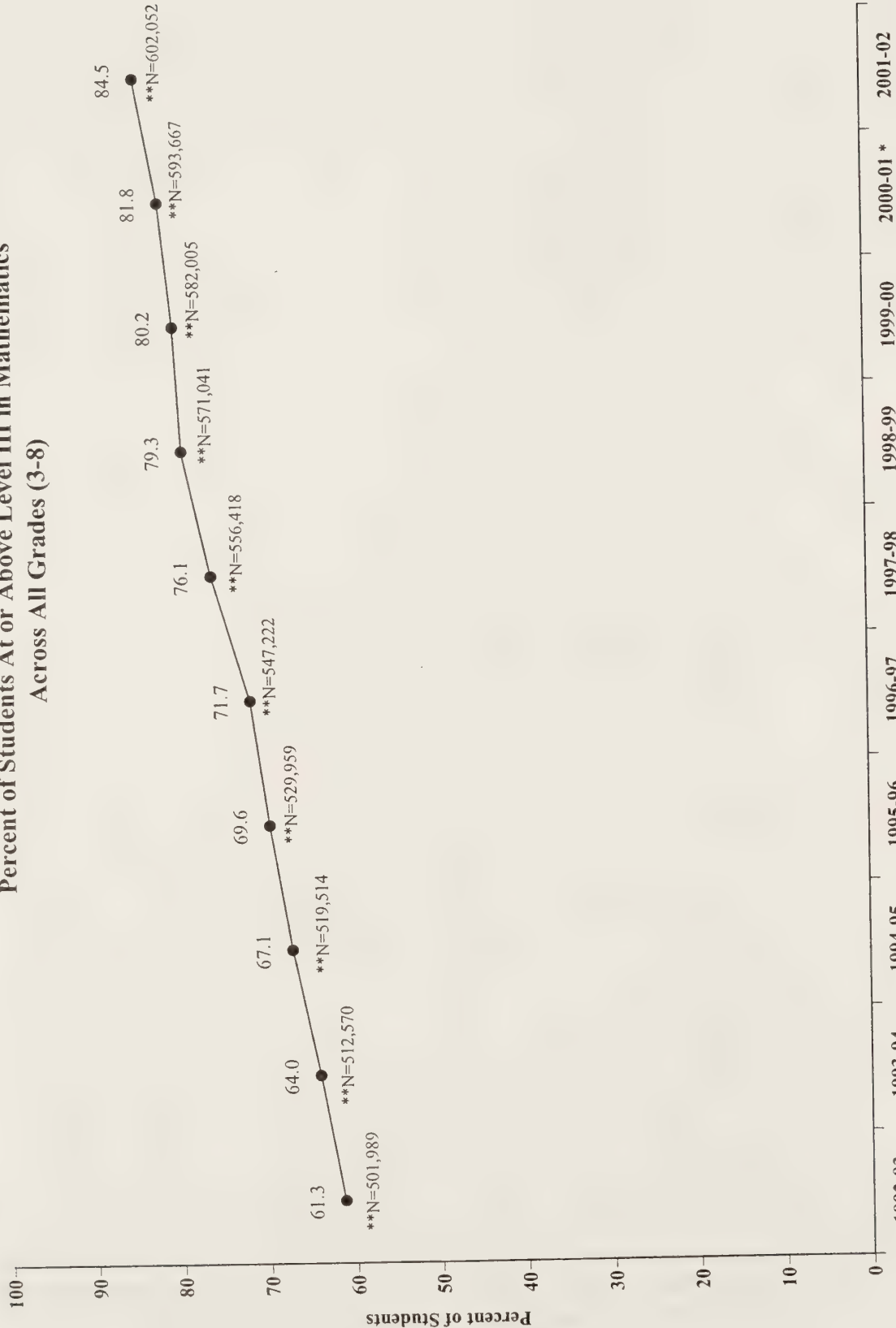
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Intro. Figure 9. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Reading
Across All Grades (3-8)



Notes: *N counts equal the number of students tested.
 Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Intro. Figure 10. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Mathematics
Across All Grades (3-8)



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
**N counts equal the number of students tested.
Data received from LEAs and charter schools after August 16, 2002 are not included.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Intro. Figure 11. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grades 3-8, by Ethnicity



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**N counts equal the number of students tested; previous years are comparable.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested in only reading or mathematics or taking the alternate assessment or the NCCATS.

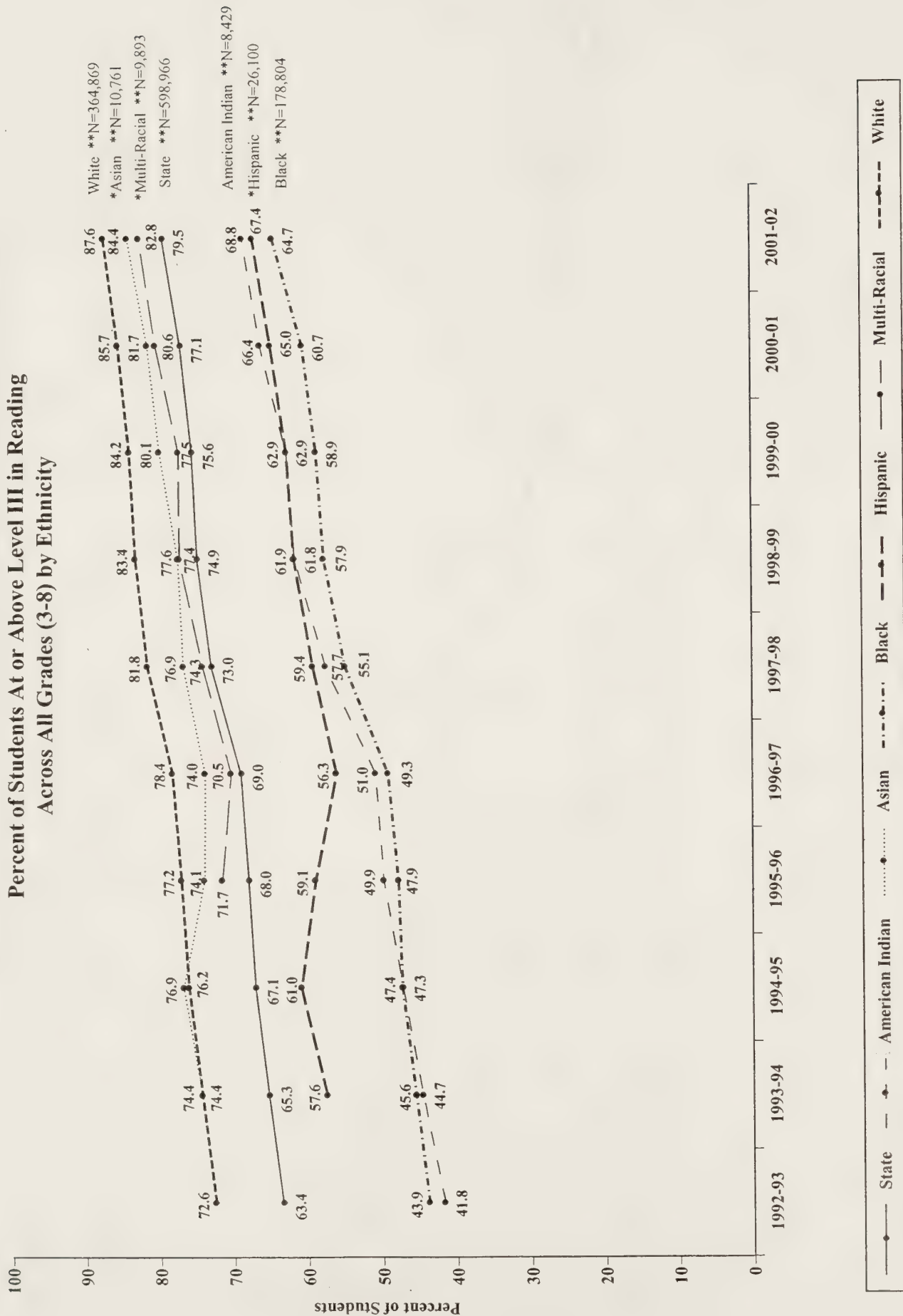
Asian and Hispanic results were not reported in 1992-93. Results in the Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95.

Some data points are changed from previous publication to correct reporting errors.

Data received by LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/ Testing Section.

Intro. Figure 12. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Reading
Across All Grades (3-8) by Ethnicity



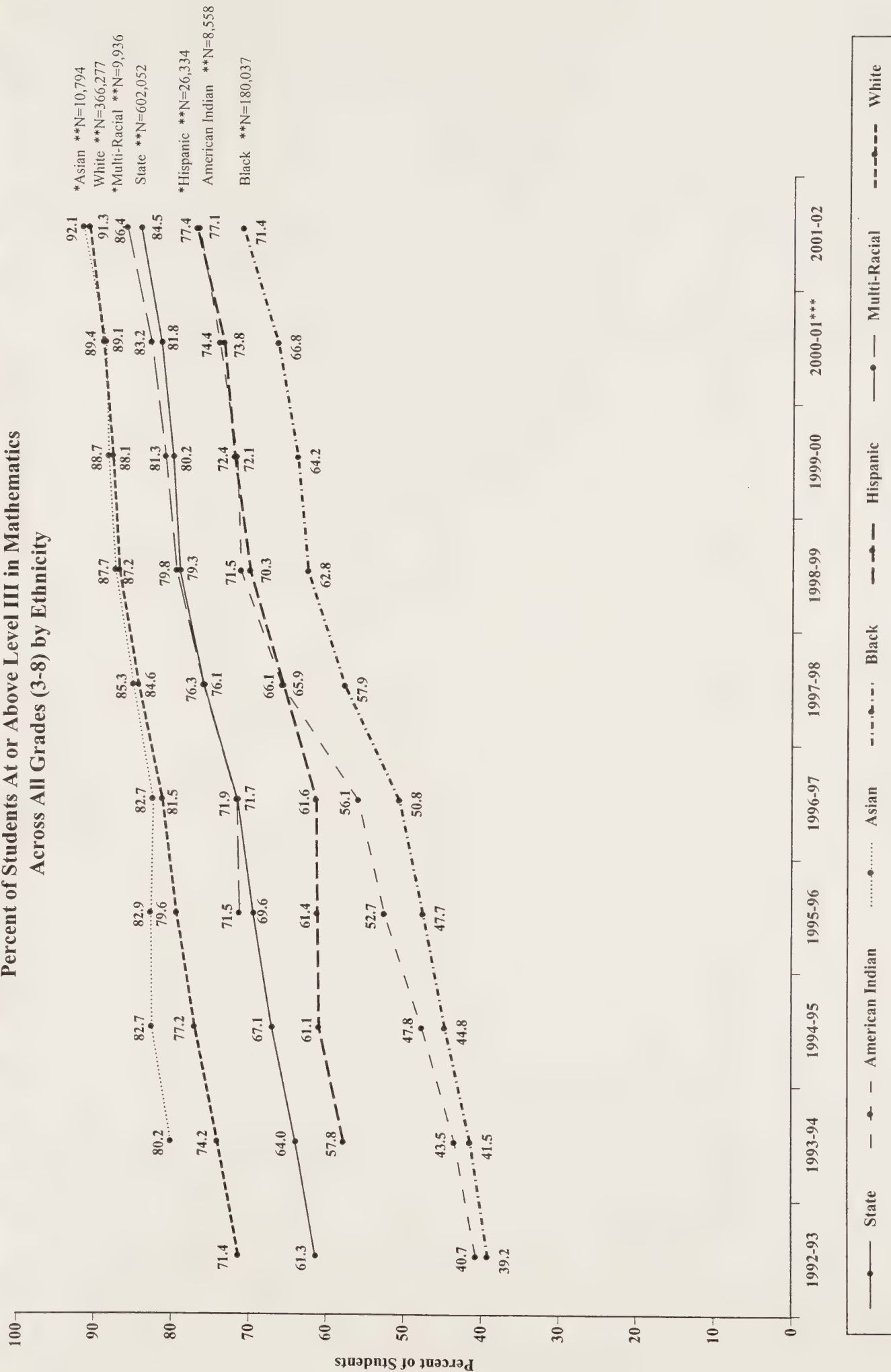
Notes: *Results for the Asian and Hispanic subgroups were not reported in 1992-93. Results for the Multi-Racial subgroup were not reported in 1992-93, 1993-94, and 1994-95.

**N counts equal the number of students tested; previous years are comparable.

Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Intro. Figure 13. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Mathematics
Across All Grades (3-8) by Ethnicity**



Notes: *Results for the Asian and Hispanic subgroups were not reported in 1992-93. Results for the Multi-Racial subgroup were not reported in 1992-93, 1993-94, and 1994-95.

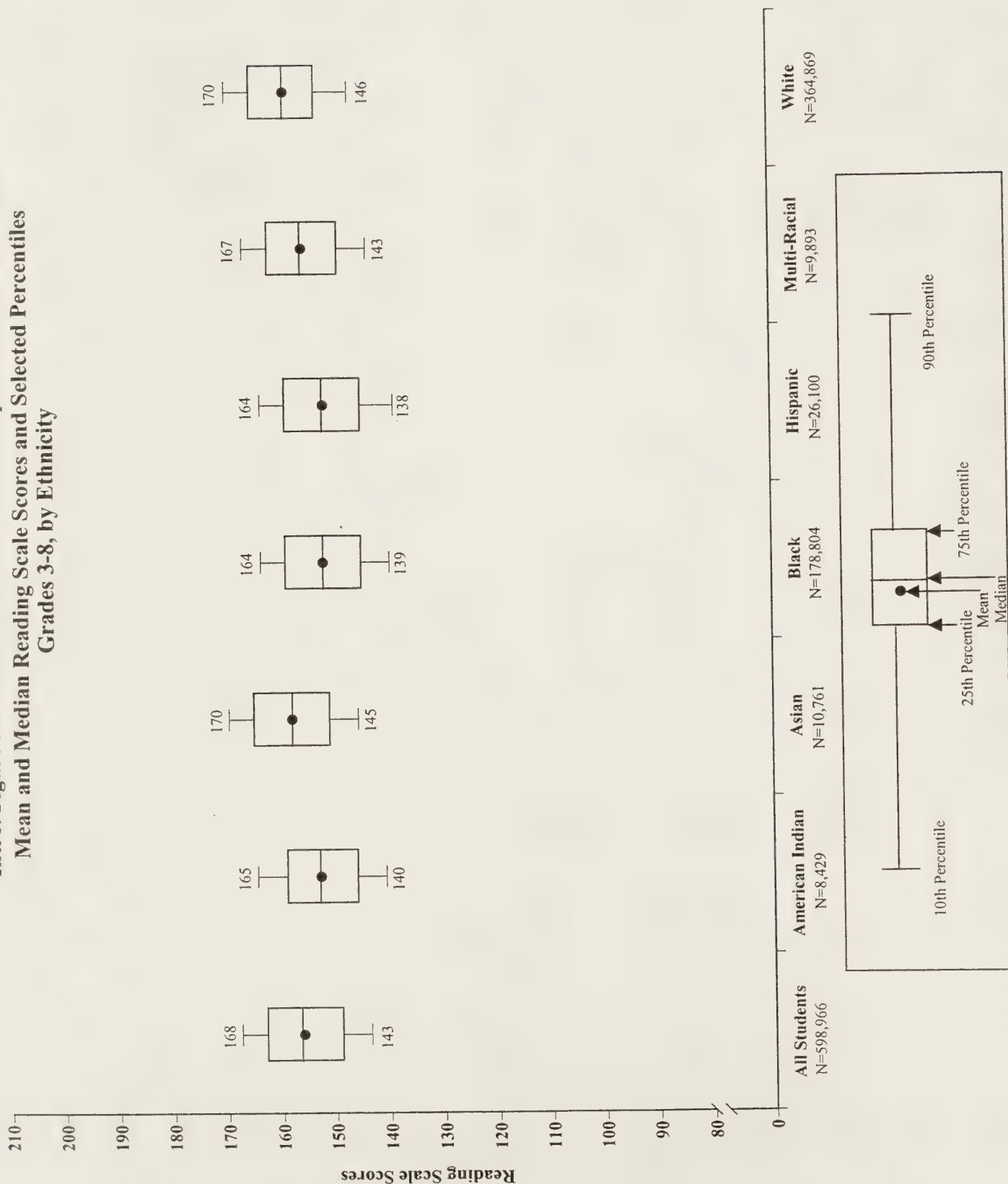
***N counts equal the number of students tested; previous years are comparable.

***The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

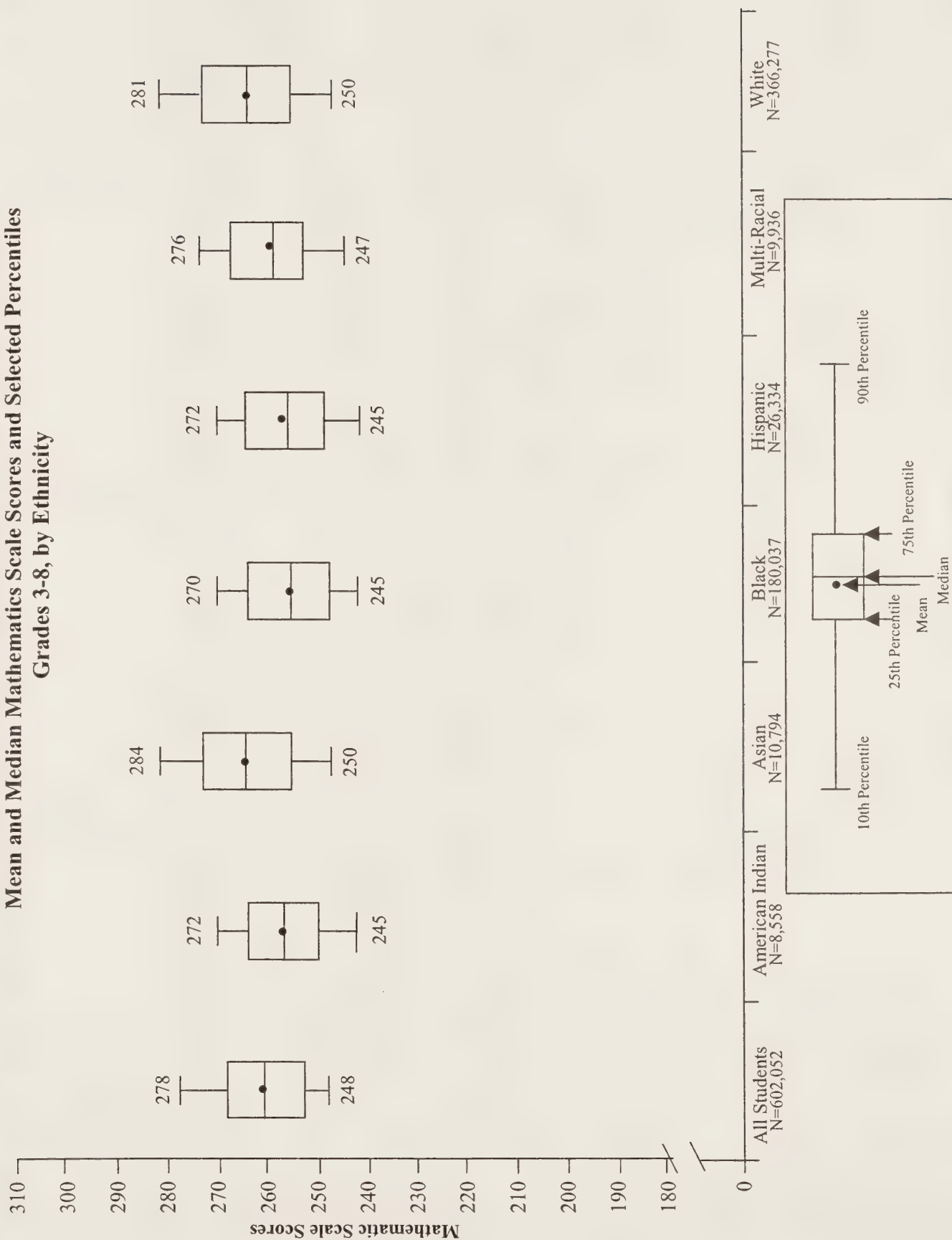
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Intro. Figure 14. 2001-02 End-of-Grade Multiple-Choice Test Results
Mean and Median Reading Scale Scores and Selected Percentiles
Grades 3-8, by Ethnicity



Notes: N counts equal the number of students tested in reading.
 Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
 Prepared by the North Carolina Department of Education, Division of Accountability and Assessment Services

Intro. Figure 15. 2001-02 End-of-Grade Multiple-Choice Test Results
Mean and Median Mathematics Scale Scores and Selected Percentiles
Grades 3-8, by Ethnicity



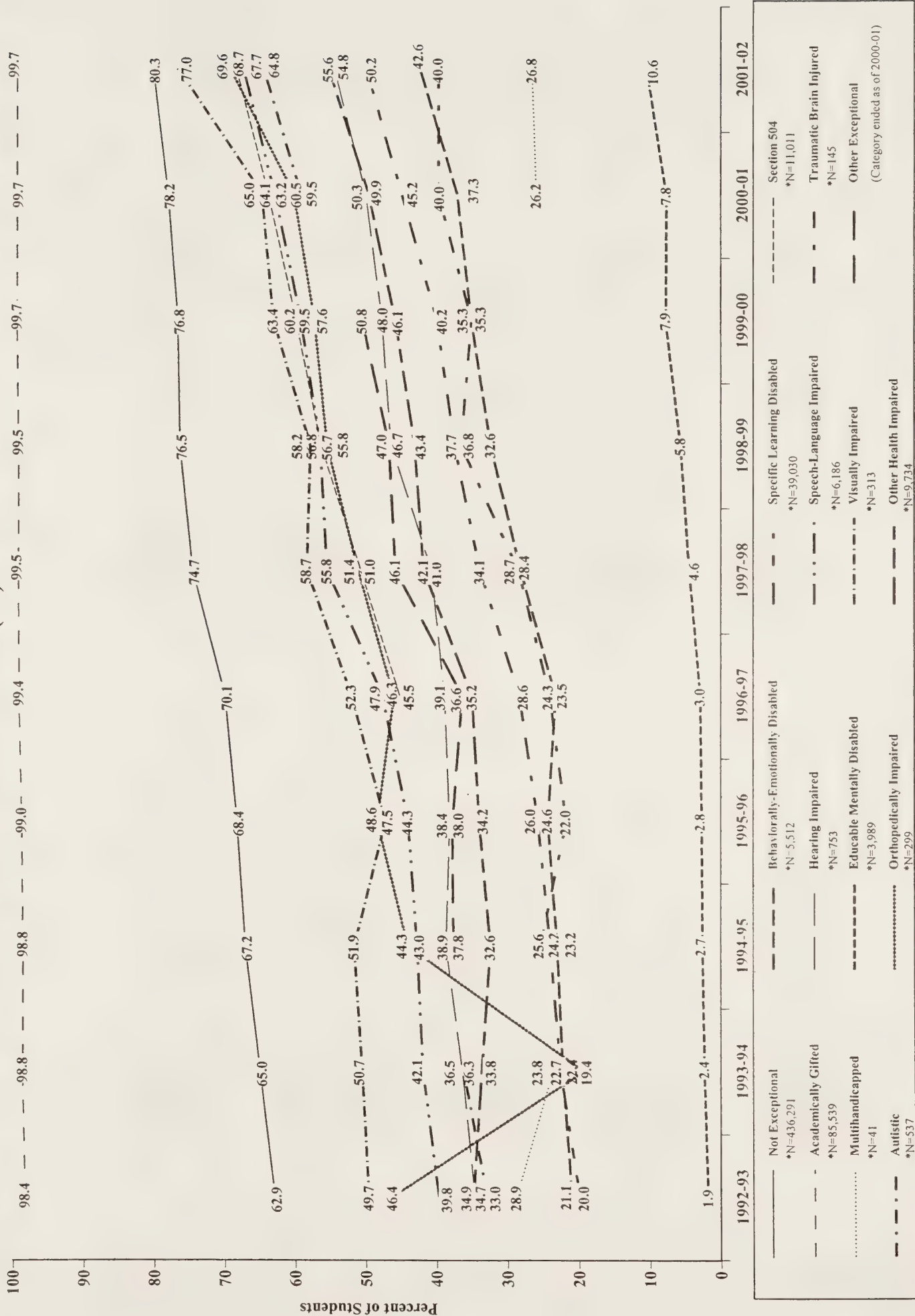
Notes: N counts equal the number of students tested in mathematics.
 Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Intro, Figure 16. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grades 3-8, by Disability



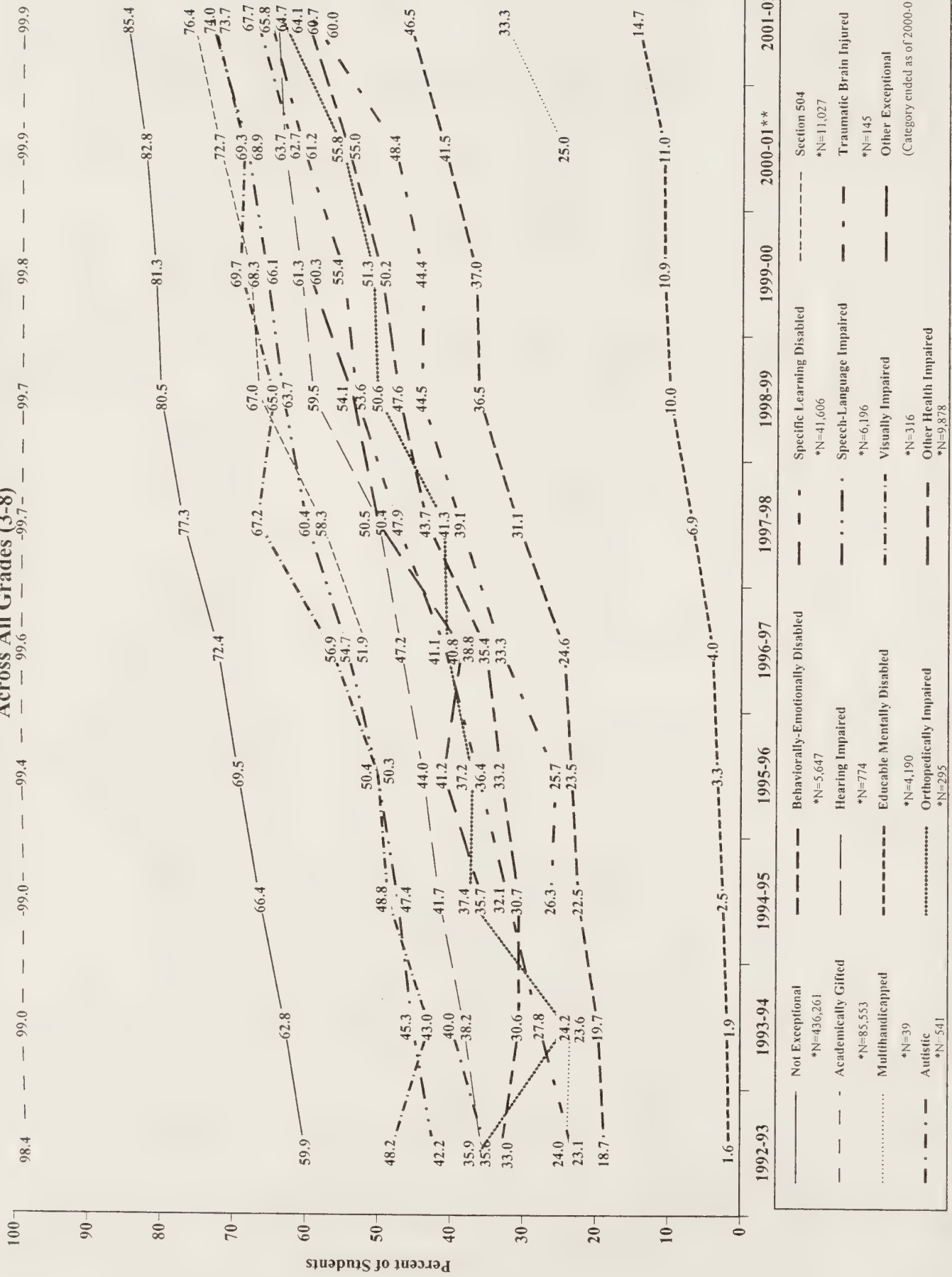
Notes: *N counts equal the number of students tested; previous years are reported for groups with fewer than thirty students.
**Other Exceptional Classifications is no longer reported as a category starting in 2000-01; Autistic reported as a separate category in 2000-01.
Orthopedically Impaired, Traumatic Brain Injured, and Other Exceptional Classifications were not reported in 1992-93 and 1993-94; Educable Mentally Disabled was not reported in 1992-93.
The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.
LEAs that started after August 16, 2000, are not included in this report.
DPI is the source of the data for this report.

Percent of Exceptional Students At or Above Level III in Reading Across All Grades (3-8)



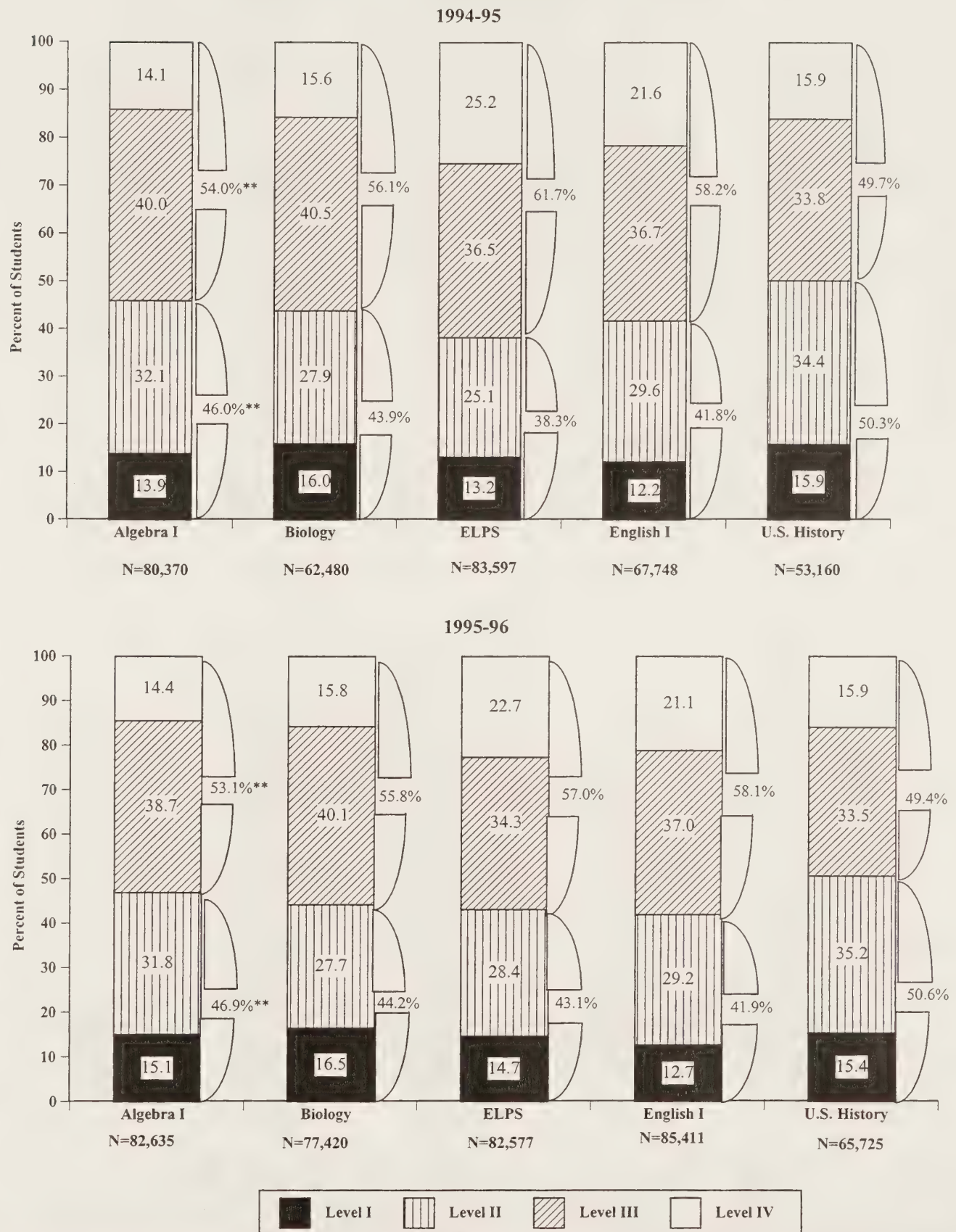
Notes: *N counts equal the number of students tested in reading for 2001-02; previous years are comparable.
No scores are reported for groups with fewer than thirty students
Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Intro. Figure 18. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results The North Carolina State Testing Results, 2001-02
Percent of Exceptional Students At or Above Level III in Mathematics
Across All Grades (3-8)



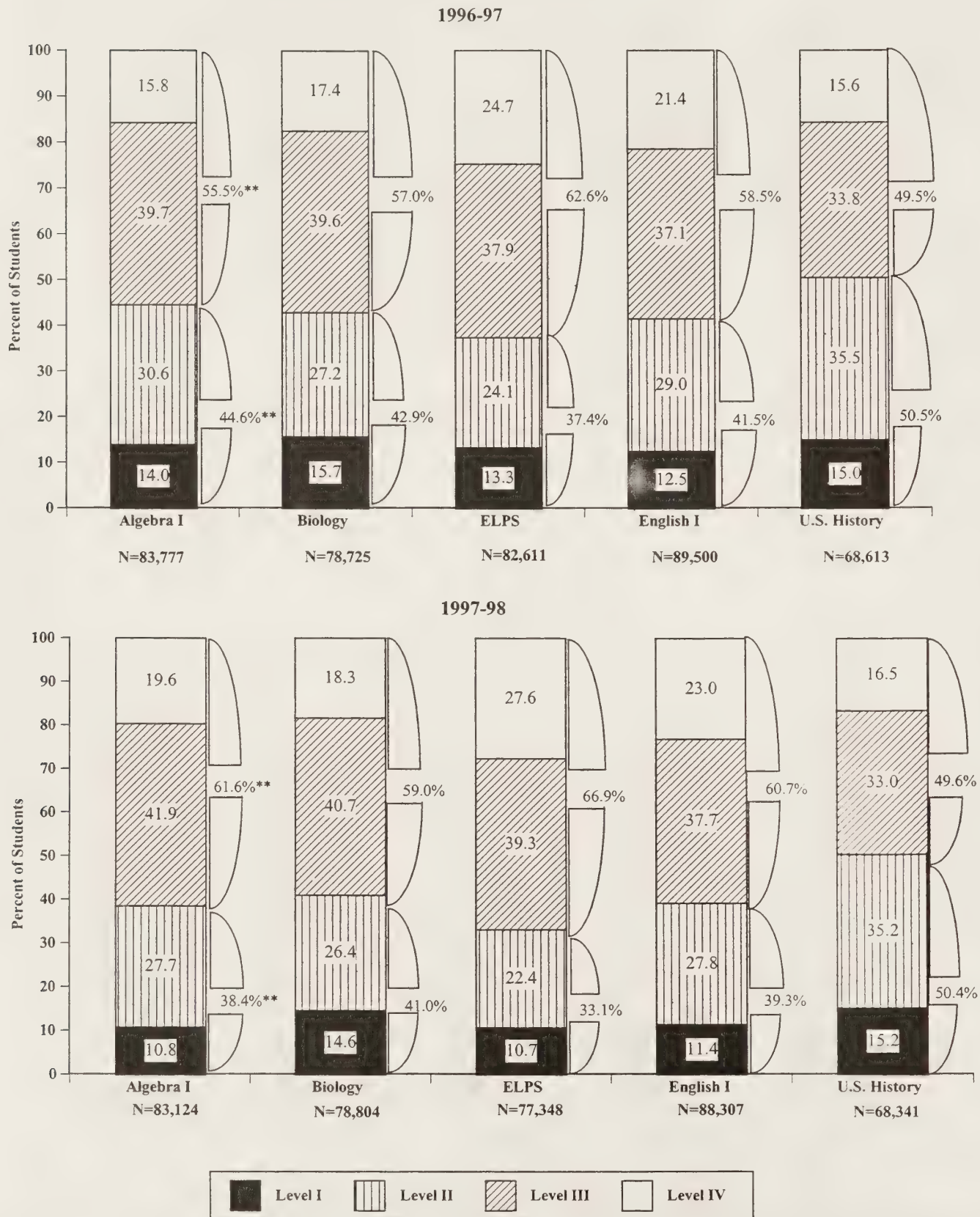
Notes
*N counts equal the number of students tested in mathematics for 2001-02; previous years are comparable.
**The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
No scores are reported for groups with fewer than thirty students.
Data received from LEAs and charter schools after August 16, 2002 are not included in this figures
Prepared by the NCDPI Division of Accountability Services/Testing Section

Intro. Figure 19. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students at Each Achievement Level in the Ten Core Courses*
 (Algebra I; Algebra II; Biology; Chemistry; Economics, Legal, and Political Systems;
 English I; Geometry; Physical Science; Physics; and U.S. History)



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available for 1994-95 through 1997-98.
 **Level I/II and Level III/IV percents are calculated based on the actual N counts and are not the sum of each percent.
 Due to rounding, data for some courses may not add to 100.0 percent.
 Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Intro. Figure 19. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students at Each Achievement Level in the Ten Core Courses*
 (Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; English I;
 Geometry; Physical Science; Physics; and U.S. History) (continued)



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available for 1994-95 through 1997-98.

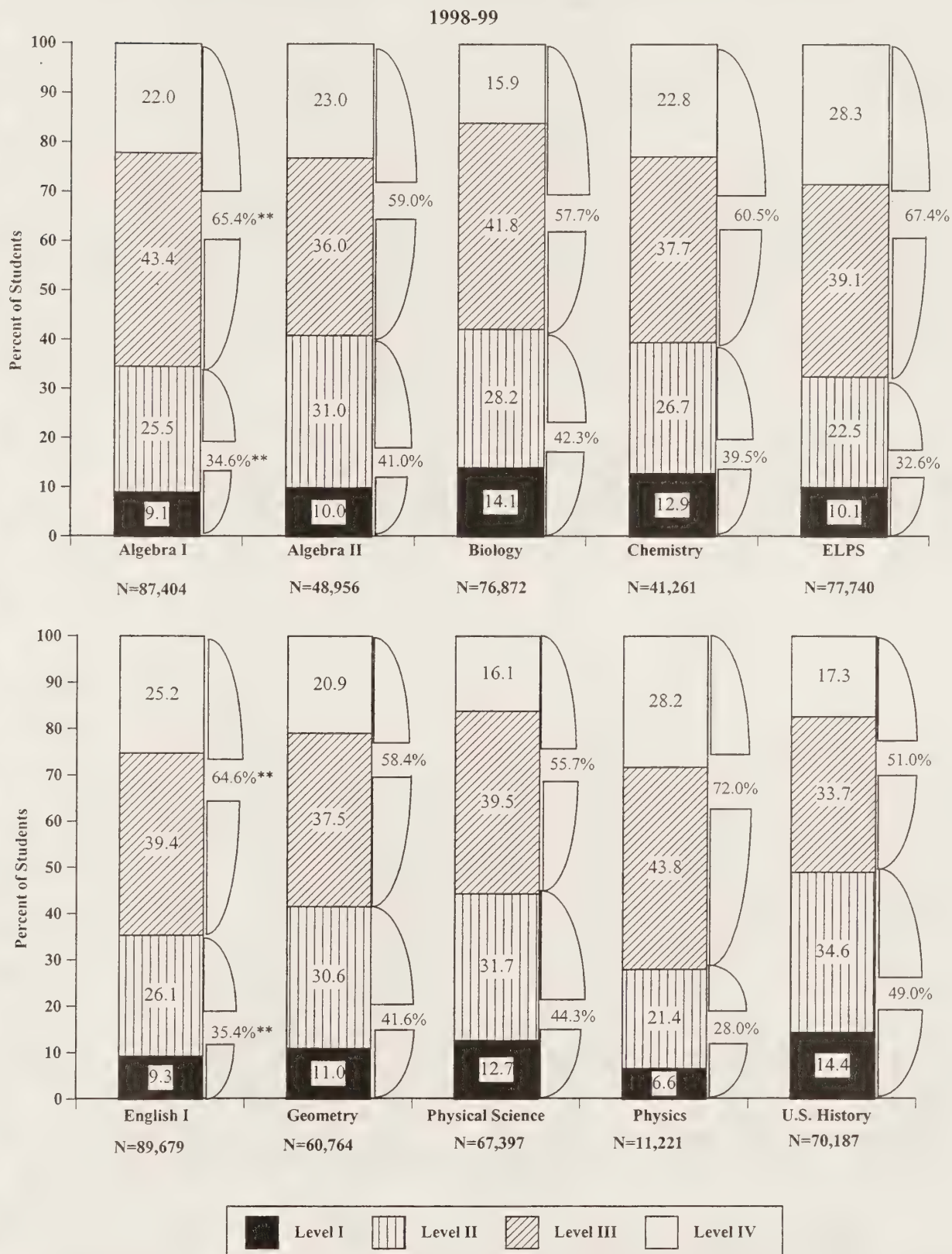
**Level I/II and Level III/IV percents are calculated based on the actual N counts and are not the sum of each percent.

Due to rounding, data for some courses may not add to 100.0 percent.

Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Intro. Figure 19. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students at Each Achievement Level in the Ten Core Courses*
 (Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; English I;
 Geometry; Physical Science; Physics; and U.S. History) (continued)



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available for 1994-95 through 1997-98.

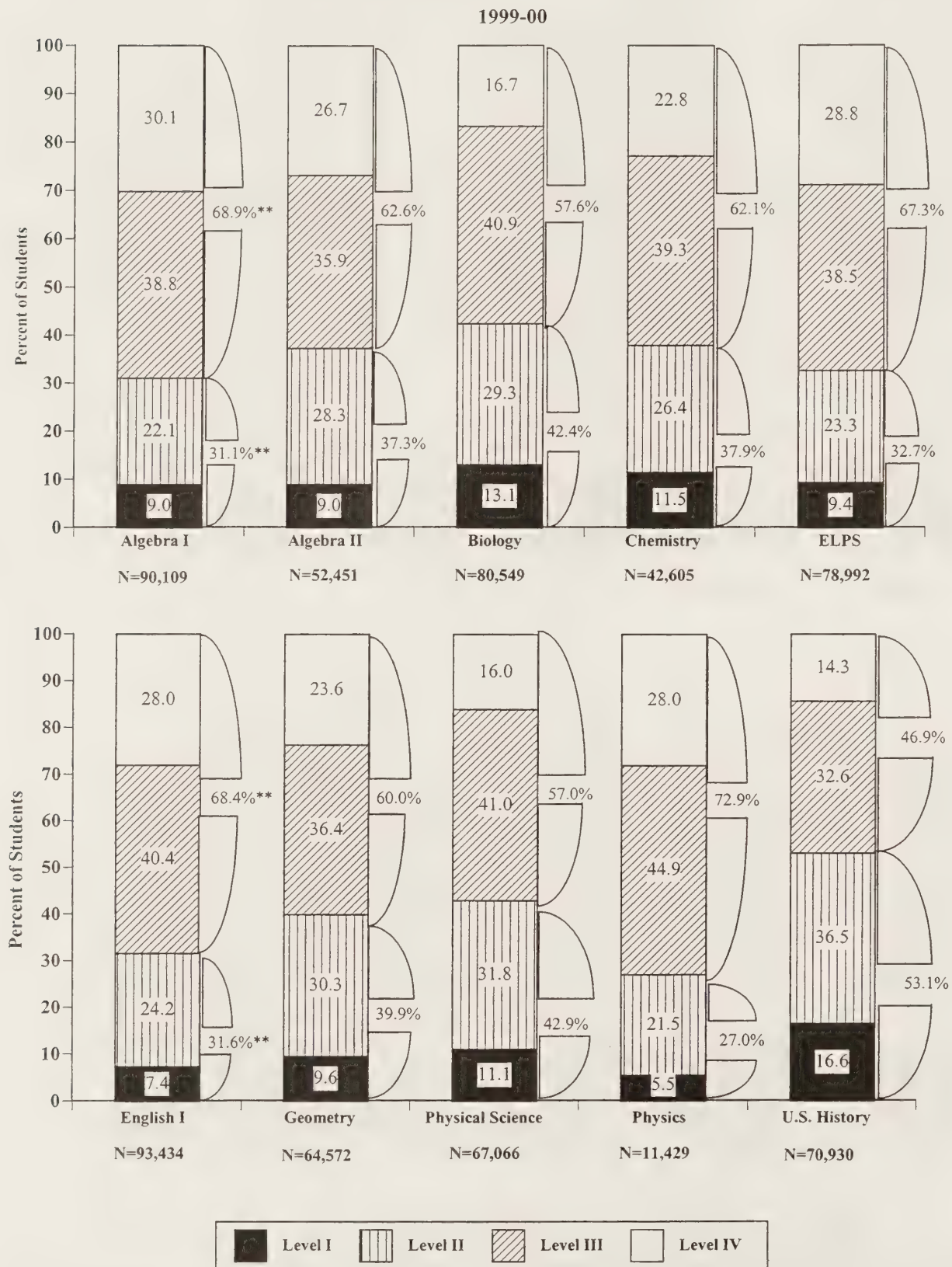
**Level I/II and Level III/IV percents are calculated based on the actual N counts and are not the sum of each percent.

Due to rounding, data for some courses may not add to 100.0 percent.

Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Intro. Figure 19. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students at Each Achievement Level in the Ten Core Courses*
 (Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; English I;
 Geometry; Physical Science; Physics; and U.S. History) (continued)



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available for 1994-95 through 1997-98.

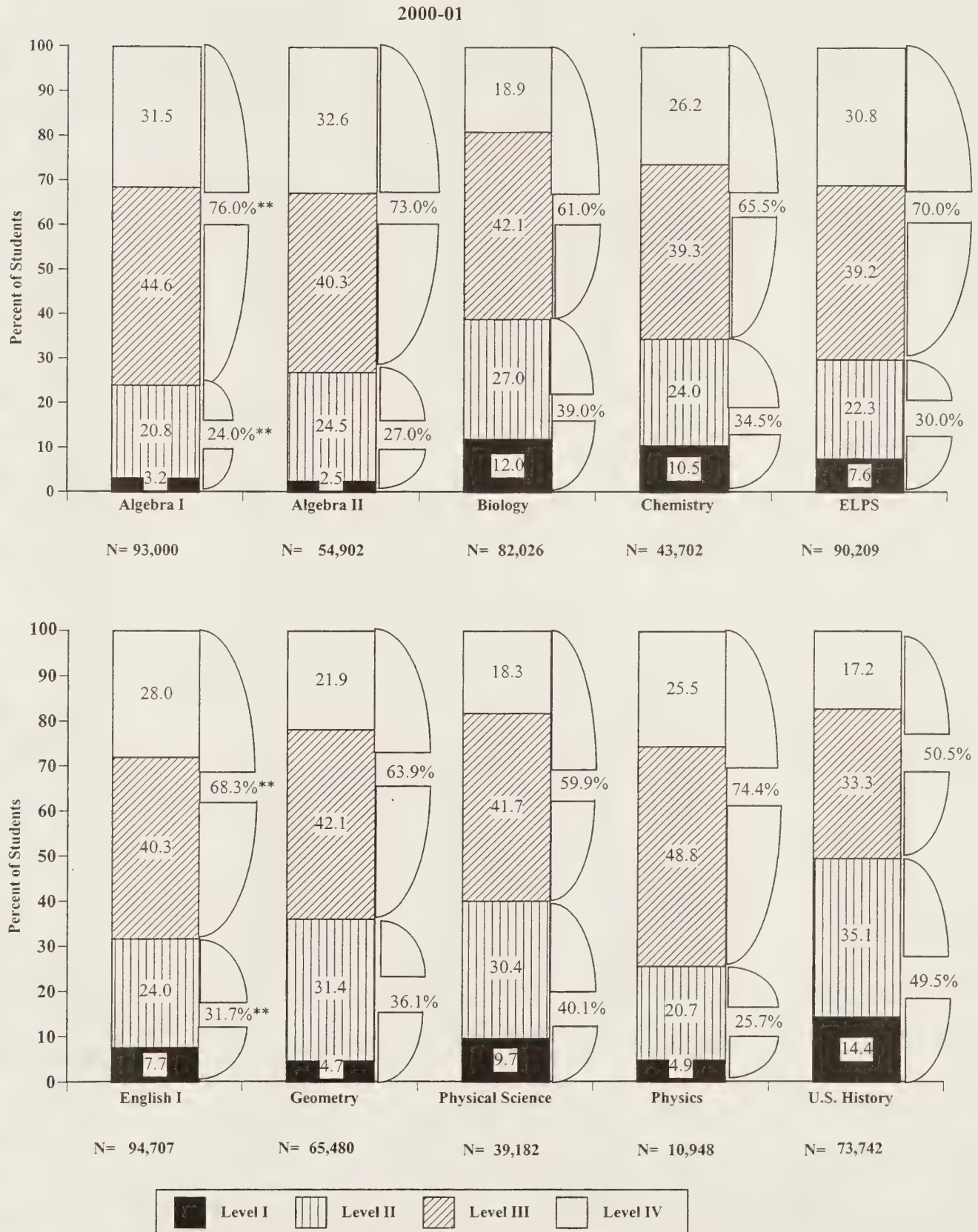
**Level I/II and Level III/IV percents are calculated based on the actual N counts and are not the sum of each percent.

Due to rounding, data for some courses may not add to 100.0 percent.

Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.

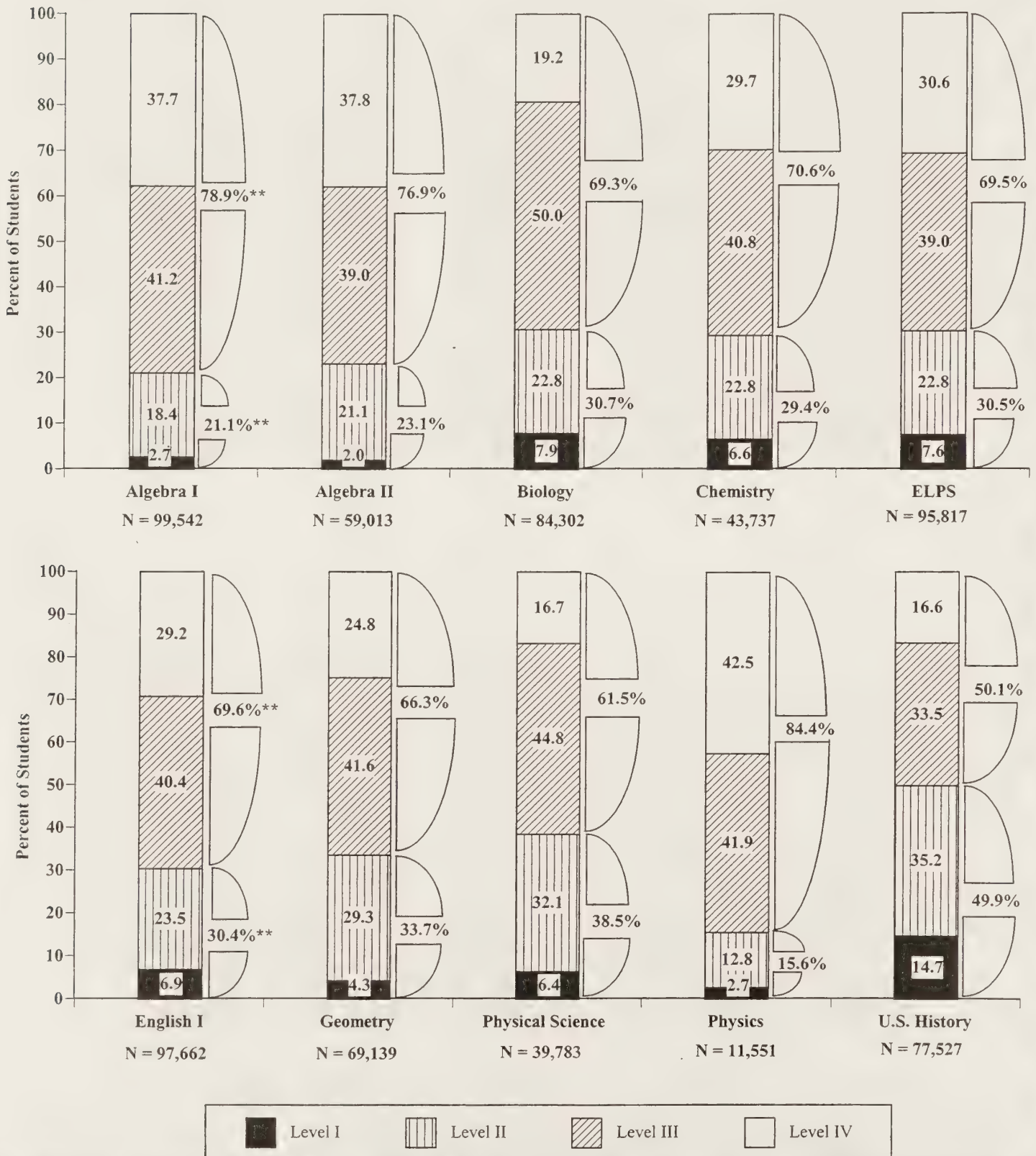
Prepared by the NCDPI Division of Accountability Services/Testing Section

Intro. Figure 19. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students at Each Achievement Level in the Ten Core Courses*
 (Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; English I;
 Geometry; Physical Science; Physics and U.S. History) (continued)



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available for 1994-95 through 1997-98.
 **Level I/II and Level III/IV percents are calculated based on the actual N counts and are not the sum of each percent.
 Due to rounding, data for some courses may not add to 100.0 percent.
 Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Intro. Figure 19. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students at Each Achievement Level in the Ten Core Courses*
 (Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; English I;
 Geometry; Physical Science; Physics; and U.S. History) (continued)
 2001-02



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available for 1994-95 through 1997-98.

**Level I/II and Level III/IV percents are calculated based on the actual N counts and are not the sum of each percent.

Due to rounding, data for some courses may not add to 100.0 percent.

Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Intro. Figure 20. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III
by Course***



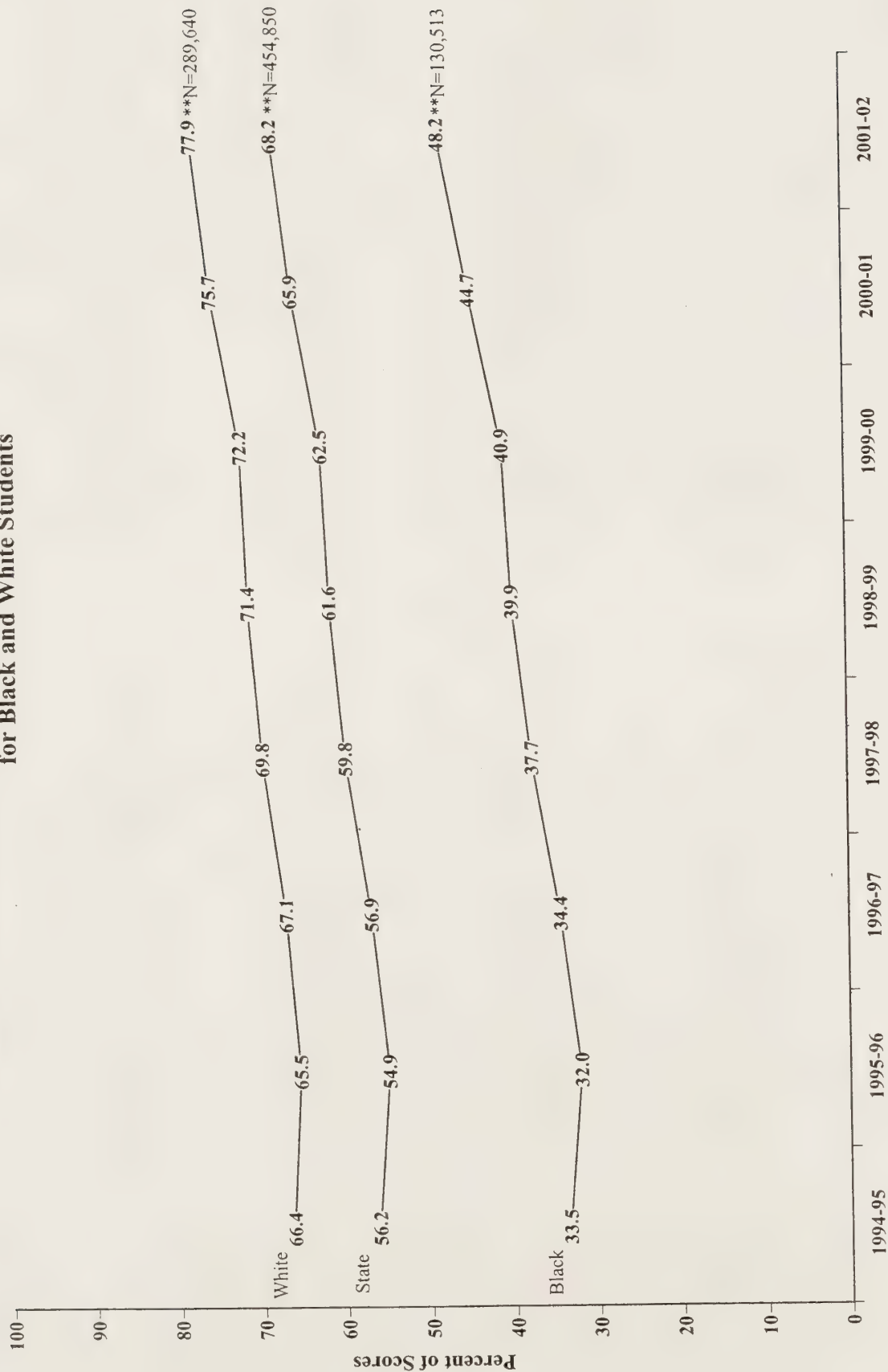
Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.

**Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.

Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.

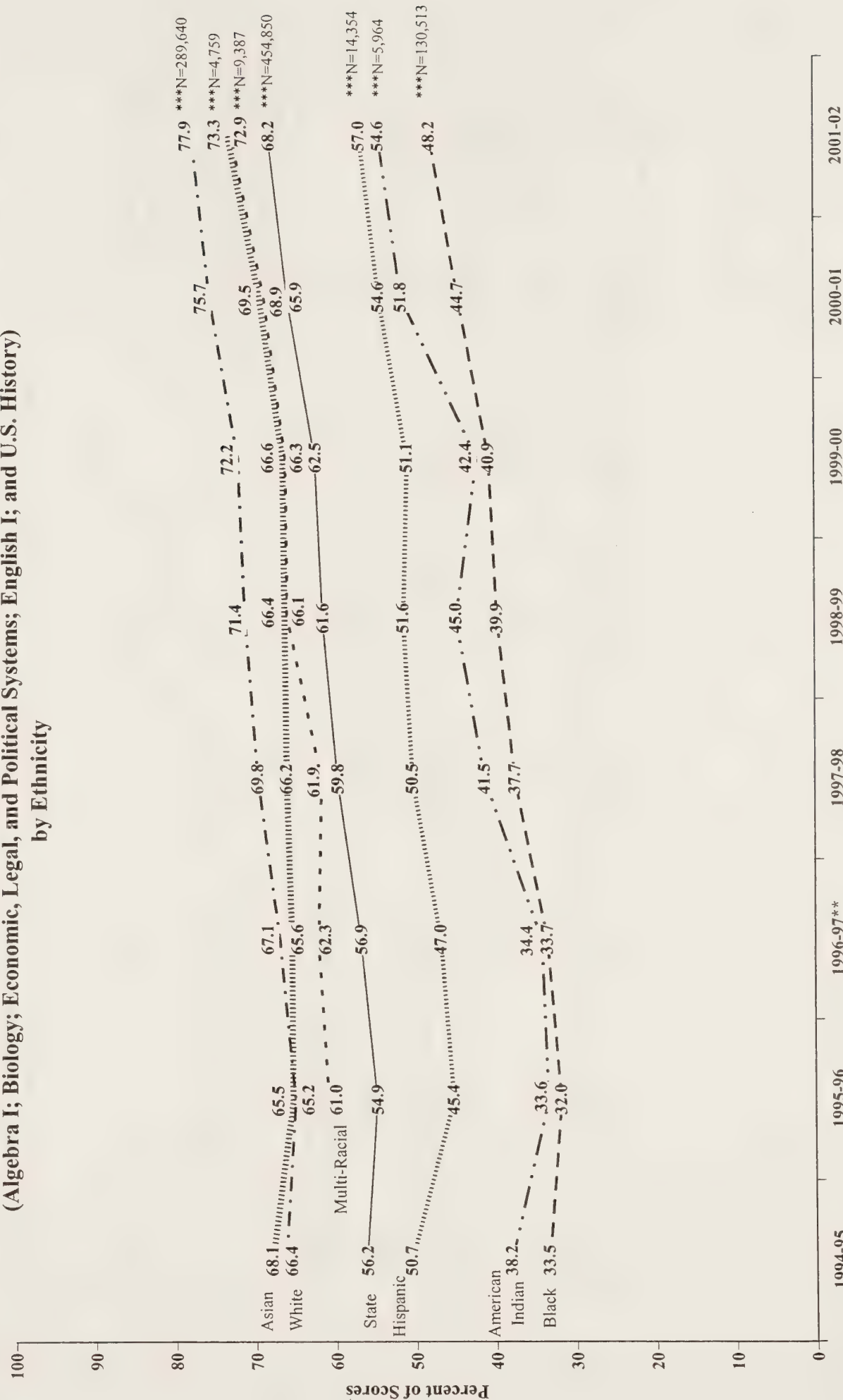
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Intro. Figure 21. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Scores At or Above Level III Across the Five Core Courses*
(Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History)
for Black and White Students



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.
 **N counts equal the number of students tested across the five core courses for 2001-02; previous years are comparable.
 The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.
 Data received from LEAs and charter schools after September 25, 2002 are not included in these figures.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Intro. Figure 22. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Scores At or Above Level III Across the Five Core Courses*
(Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History)
by Ethnicity



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.
**Data for the 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.

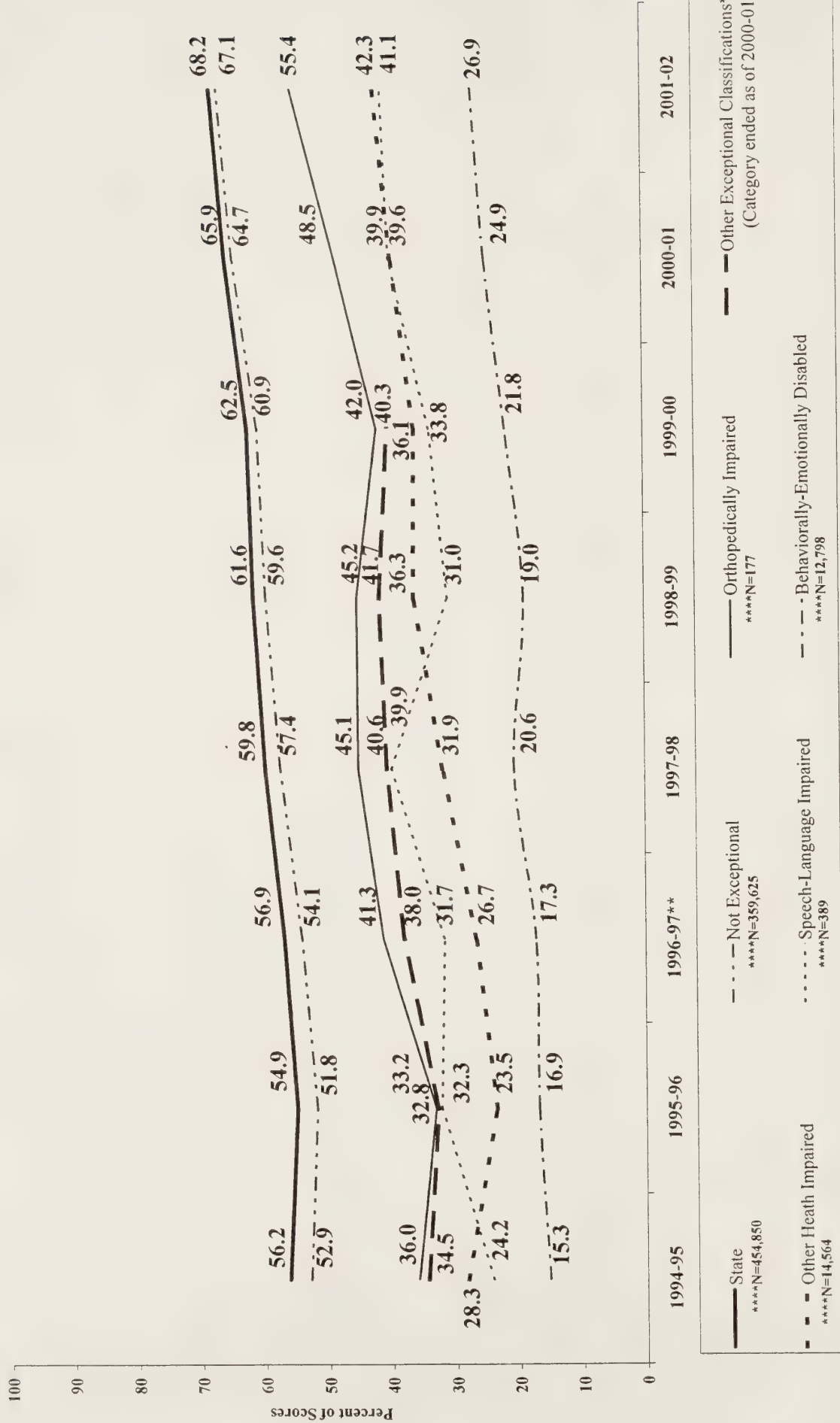
***Other Exceptional Classifications is no longer reported as a category starting in 2000-01.

****N counts equal the number of students tested across the five core courses for 2001-02; previous years are comparable. No scores are reported for groups with fewer than thirty students.
Data for the end-of-course tests prior to 1994-95 were reported using raw scores only.

Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.

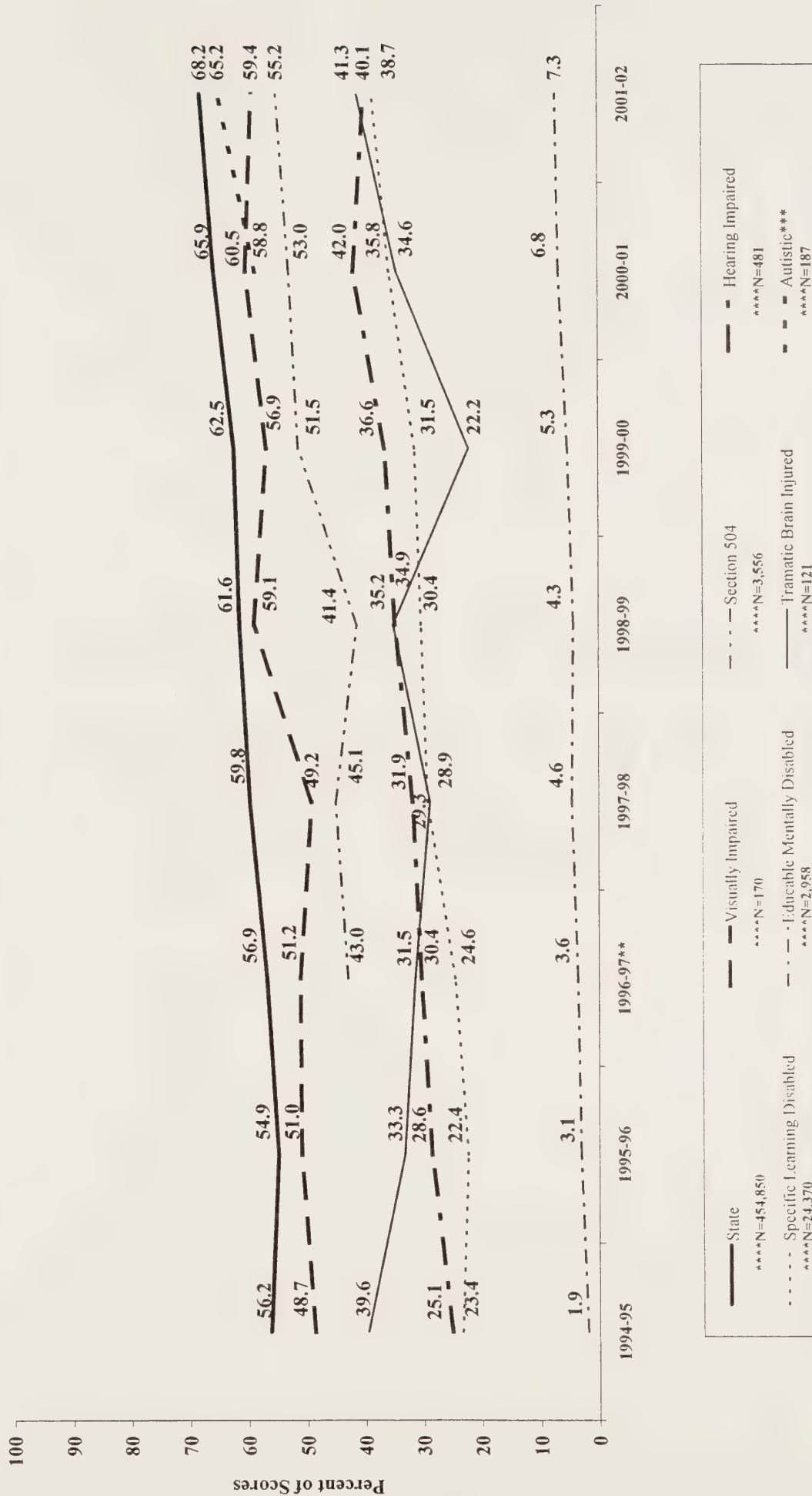
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Intro. Figure 23. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Scores At or Above Level III Across the Five Core Courses*
(Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History)
by Disability**



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.
 **Data for the 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.
 ***Other Exceptional Classifications is no longer reported as a category starting in 2000-01.
 ****N counts equal the number of students tested across the five core courses for 2001-02; previous years are comparable. No scores are reported for groups with fewer than thirty students.
 Data for the end-of-course tests prior to 1994-95 were reported using raw scores only.
 Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.
 Prepared by the NC DPI Division of Accountability Services/Testing Section.

Intro. Figure 23. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Scores At or Above Level III Across the Five Core Courses*
(Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History)
by Disability (continued)



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.

**Data for the 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.

***Autistic is reported as a separate category in 2000-01.

****N counts equal the number of students tested across the five core courses for 2001-02; previous years are comparable. No scores are reported for groups with fewer than thirty students.

Data for the end-of-course tests prior to 1994-95 were reported using raw scores only.

Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Grade 3 Pretest Multiple-Choice Test Results

Table 1. 1996-97 to 2001-02 Grade 3 Pretest Multiple-Choice Results
Statewide Summary
Reading and Mathematics

| | Reading | | | Mathematics* | | |
|----------------|------------------|--|--------------------|------------------|--|--------------------|
| | Number Tested | Percent Students at Achievement Levels III, IV | Standard Deviation | Number Tested | Percent Students at Achievement Levels III, IV | Standard Deviation |
| 1996-97 | 94,551 137.8 | 65.3% 8.6 | | 94,846 130.0 | 70.3% 8.2 | |
| 1997-98 | 99,583 137.7 | 65.3% 8.5 | | 99,801 130.2 | 71.5% 8.0 | |
| 1998-99 | 101,394 138.1 | 67.4% 8.5 | | 101,639 130.9 | 74.7% 7.9 | |
| 1999-00 | 102,143 138.7 | 69.8% 8.6 | | 102,309 131.6 | 76.9% 7.8 | |
| 2000-01 | 102,200 138.9 | 71.1% 8.4 | | 102,484 236.1 | 79.2% 8.1 | |
| 2001-02 | 101,784 139.3 | 72.8% 8.5 | | 101,848 237.1 | 82.8% 8.1 | |

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

Prior to 2000-01, the grade 3 pretest mathematics scale score range was 105 to 154; beginning in 2000-01, the grade 3 pretest mathematics scale score range is 211 to 260. The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all data since 2001.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 2. 1996-97 to 2001-02 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Reading

| Achievement Levels | | All Students | | | American | | | Hispanic | | | Multi- | | |
|--------------------|------|--------------|------|--------|----------|-------|----------|----------|-------|------|--------|--|--|
| | | Female | Male | Indian | Asian | Black | Hispanic | Racial | White | | | | |
| Level I | 1997 | 11.3 | 8.8 | 13.7 | 17.6 | 8.4 | 17.4 | 16.0 | 12.2 | 8.2 | | | |
| | 1998 | 11.3 | 8.9 | 13.7 | 17.8 | 7.3 | 17.5 | 17.9 | 10.5 | 7.9 | | | |
| | 1999 | 10.2 | 7.7 | 12.5 | 15.2 | 7.7 | 15.3 | 14.4 | 8.7 | 7.4 | | | |
| | 2000 | 9.1 | 7.1 | 11.1 | 13.4 | 7.5 | 13.8 | 14.2 | 8.0 | 6.4 | | | |
| | 2001 | 8.2 | 6.3 | 10.1 | 13.7 | 5.2 | 12.6 | 11.4 | 7.9 | 5.9 | | | |
| | 2002 | 7.5 | 5.7 | 9.2 | 10.9 | 5.1 | 11.3 | 11.4 | 6.5 | 5.1 | | | |
| Level II | 1997 | 23.4 | 20.6 | 26.2 | 31.7 | 18.7 | 32.3 | 33.9 | 23.1 | 18.8 | | | |
| | 1998 | 23.4 | 20.8 | 25.9 | 30.4 | 19.6 | 32.2 | 30.6 | 21.9 | 18.7 | | | |
| | 1999 | 22.5 | 20.0 | 24.8 | 31.1 | 19.3 | 30.8 | 31.5 | 20.8 | 17.9 | | | |
| | 2000 | 21.1 | 18.3 | 23.7 | 29.8 | 19.5 | 28.8 | 28.5 | 19.2 | 16.6 | | | |
| | 2001 | 20.6 | 17.8 | 23.3 | 26.0 | 19.0 | 29.2 | 30.2 | 19.0 | 15.7 | | | |
| | 2002 | 19.7 | 17.2 | 22.1 | 27.1 | 17.4 | 27.4 | 27.9 | 18.5 | 14.9 | | | |
| Level III | 1997 | 39.5 | 41.5 | 37.5 | 39.0 | 40.7 | 39.0 | 36.8 | 43.2 | 39.7 | | | |
| | 1998 | 40.1 | 42.4 | 37.8 | 39.7 | 42.1 | 39.2 | 38.7 | 41.6 | 40.5 | | | |
| | 1999 | 41.1 | 42.6 | 39.7 | 39.7 | 39.5 | 41.6 | 40.3 | 42.2 | 41.0 | | | |
| | 2000 | 41.3 | 42.7 | 39.8 | 40.9 | 38.3 | 43.3 | 42.0 | 43.2 | 40.2 | | | |
| | 2001 | 42.7 | 44.4 | 41.1 | 45.4 | 42.0 | 44.3 | 44.8 | 43.1 | 41.9 | | | |
| | 2002 | 42.7 | 44.1 | 41.3 | 44.7 | 41.9 | 45.8 | 46.1 | 43.4 | 40.7 | | | |
| Level IV | 1997 | 25.8 | 29.1 | 22.7 | 11.7 | 32.2 | 11.3 | 13.4 | 21.5 | 33.3 | | | |
| | 1998 | 25.3 | 27.9 | 22.7 | 12.1 | 31.1 | 11.1 | 12.8 | 25.9 | 32.8 | | | |
| | 1999 | 26.2 | 29.6 | 23.0 | 14.0 | 33.6 | 12.3 | 13.8 | 28.3 | 33.7 | | | |
| | 2000 | 28.5 | 31.8 | 25.3 | 15.9 | 34.7 | 14.1 | 15.4 | 29.7 | 36.8 | | | |
| | 2001 | 28.5 | 31.6 | 25.5 | 15.0 | 33.8 | 13.8 | 13.7 | 30.0 | 36.5 | | | |
| | 2002 | 30.1 | 33.0 | 27.4 | 17.3 | 35.5 | 15.5 | 14.7 | 31.6 | 39.3 | | | |

Grade 3 Pretest Achievement Level Ranges - Reading

| Level I | Level II | Level III | Level IV |
|---------|----------|-----------|----------|
| 119-127 | 128-132 | 133-144 | 145-162 |

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100.0 percent.
 Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 3. 1996-97 to 2001-02 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Mathematics**

| Achievement Levels | | All Students | | | | | American | | | Multi- | | | | | |
|---|--|--------------|------|------|------|------|----------|--------|------|--------|-------|-------|----------|--------|-------|
| | | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | Female | Male | Indian | Asian | Black | Hispanic | Racial | White |
| Level I | | | | | | | | | | | | | | | |
| Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level. | | 1997 | 6.2 | 5.4 | 4.7 | 6.9 | 8.6 | 2.6 | 10.9 | 9.7 | 5.2 | 3.8 | | | |
| | | 1998 | 5.4 | 4.7 | 6.1 | 5.2 | 7.6 | 2.8 | 9.6 | 7.4 | 4.0 | 3.3 | | | |
| | | 1999 | 4.6 | 4.0 | 5.2 | 7.5 | 1.8 | 8.3 | 6.7 | 4.7 | 2.7 | | | | |
| | | 2000 | 3.3 | 2.9 | 3.8 | 6.6 | 1.4 | 5.9 | 4.8 | 1.8 | 2.0 | | | | |
| | | 2001 | 2.0 | 1.6 | 2.4 | 3.3 | 1.0 | 3.7 | 2.8 | 1.6 | 1.1 | | | | |
| | | 2002 | 1.4 | 1.2 | 1.6 | 3.1 | 0.5 | 2.5 | 1.8 | 1.4 | 0.7 | | | | |
| Level II | | | | | | | | | | | | | | | |
| Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level. | | 1997 | 23.5 | 22.5 | 24.6 | 37.2 | 16.4 | 35.4 | 32.0 | 24.7 | 17.5 | | | | |
| | | 1998 | 23.1 | 22.2 | 24.0 | 33.8 | 16.2 | 34.3 | 33.2 | 23.5 | 17.1 | | | | |
| | | 1999 | 20.6 | 19.5 | 21.7 | 31.1 | 14.4 | 31.0 | 28.5 | 18.1 | 15.1 | | | | |
| | | 2000 | 19.7 | 18.6 | 20.8 | 28.6 | 14.3 | 29.8 | 24.8 | 18.9 | 14.2 | | | | |
| | | 2001 | 18.9 | 17.8 | 19.9 | 28.4 | 13.5 | 31.1 | 25.2 | 18.3 | 12.4 | | | | |
| | | 2002 | 15.9 | 15.1 | 16.6 | 25.7 | 8.6 | 26.5 | 20.9 | 14.0 | 9.8 | | | | |
| Level III | | | | | | | | | | | | | | | |
| Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level. | | 1997 | 40.6 | 41.6 | 39.5 | 41.2 | 40.0 | 41.8 | 42.9 | 44.0 | 39.9 | | | | |
| | | 1998 | 41.3 | 42.6 | 40.0 | 43.5 | 38.4 | 44.1 | 43.1 | 45.3 | 39.8 | | | | |
| | | 1999 | 41.8 | 42.9 | 40.8 | 43.5 | 40.5 | 46.1 | 46.3 | 44.3 | 39.5 | | | | |
| | | 2000 | 41.7 | 42.7 | 40.7 | 42.2 | 36.4 | 47.4 | 48.0 | 44.4 | 38.5 | | | | |
| | | 2001 | 43.4 | 44.9 | 41.9 | 46.6 | 40.6 | 49.7 | 50.3 | 44.4 | 40.1 | | | | |
| | | 2002 | 42.8 | 44.2 | 41.4 | 48.0 | 40.3 | 51.6 | 51.9 | 43.0 | 37.2 | | | | |
| Level IV | | | | | | | | | | | | | | | |
| Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work. | | 1997 | 29.7 | 30.5 | 28.9 | 13.0 | 41.0 | 11.9 | 15.5 | 26.1 | 38.7 | | | | |
| | | 1998 | 30.2 | 30.5 | 39.9 | 15.2 | 42.6 | 12.0 | 16.2 | 27.2 | 39.7 | | | | |
| | | 1999 | 32.9 | 33.6 | 32.3 | 17.9 | 43.3 | 14.7 | 18.5 | 32.8 | 42.7 | | | | |
| | | 2000 | 35.3 | 35.8 | 34.7 | 22.7 | 47.9 | 16.9 | 22.4 | 35.0 | 45.3 | | | | |
| | | 2001 | 35.8 | 35.7 | 35.9 | 21.7 | 44.9 | 15.5 | 21.7 | 35.7 | 46.5 | | | | |
| | | 2002 | 40.0 | 39.5 | 40.5 | 23.2 | 50.5 | 19.4 | 25.4 | 41.7 | 52.2 | | | | |

Grade 3 Pretest Achievement Level Ranges - Mathematics

| Level I | Level II | Level III | Level IV |
|---------|----------|-----------|----------|
| 211-219 | 220-229 | 230-239 | 240-260 |

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100.0 percent.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 1. 1996-97 to 2001-02 Grade 3 Pretest Multiple-Choice Results

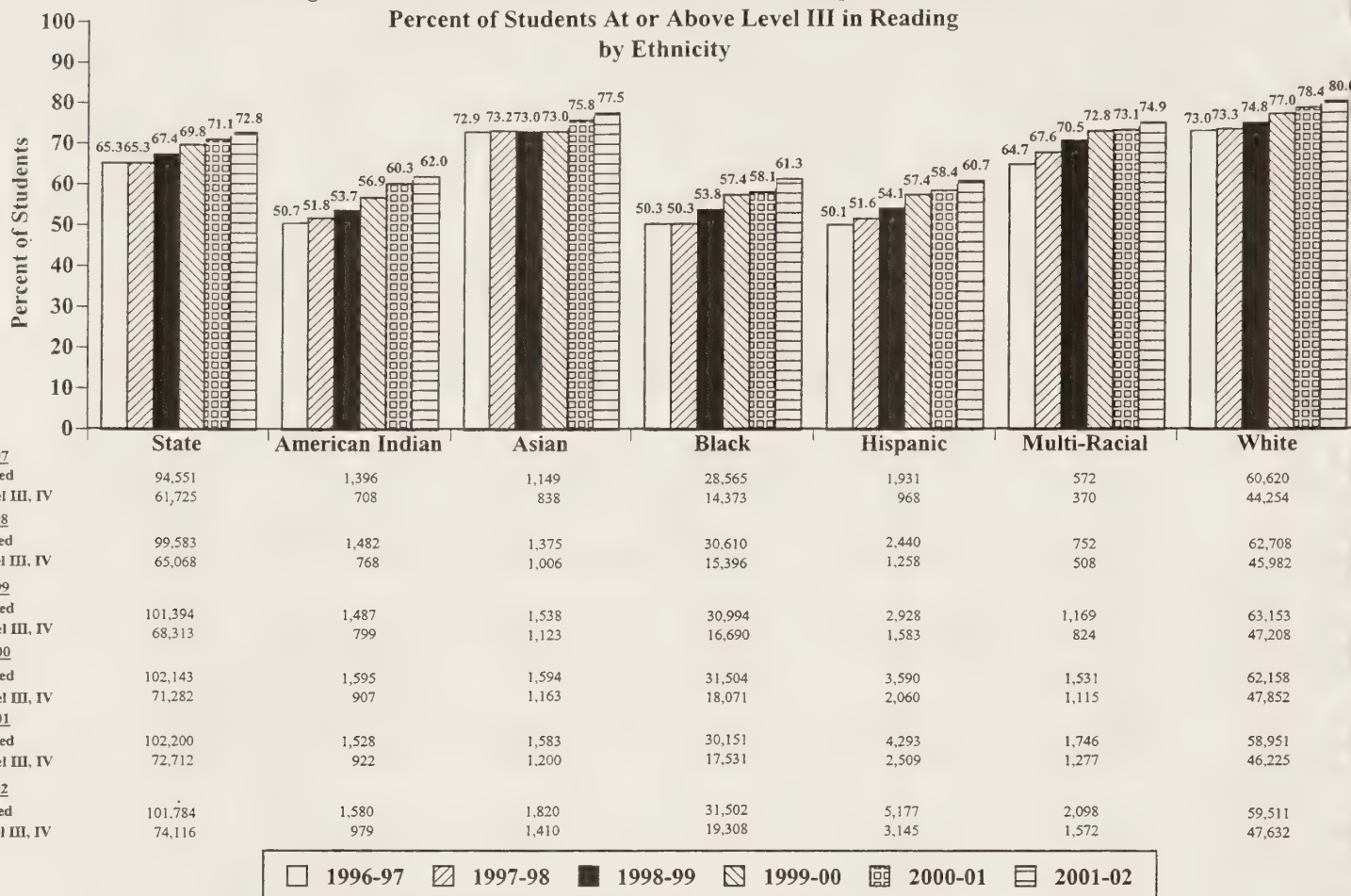
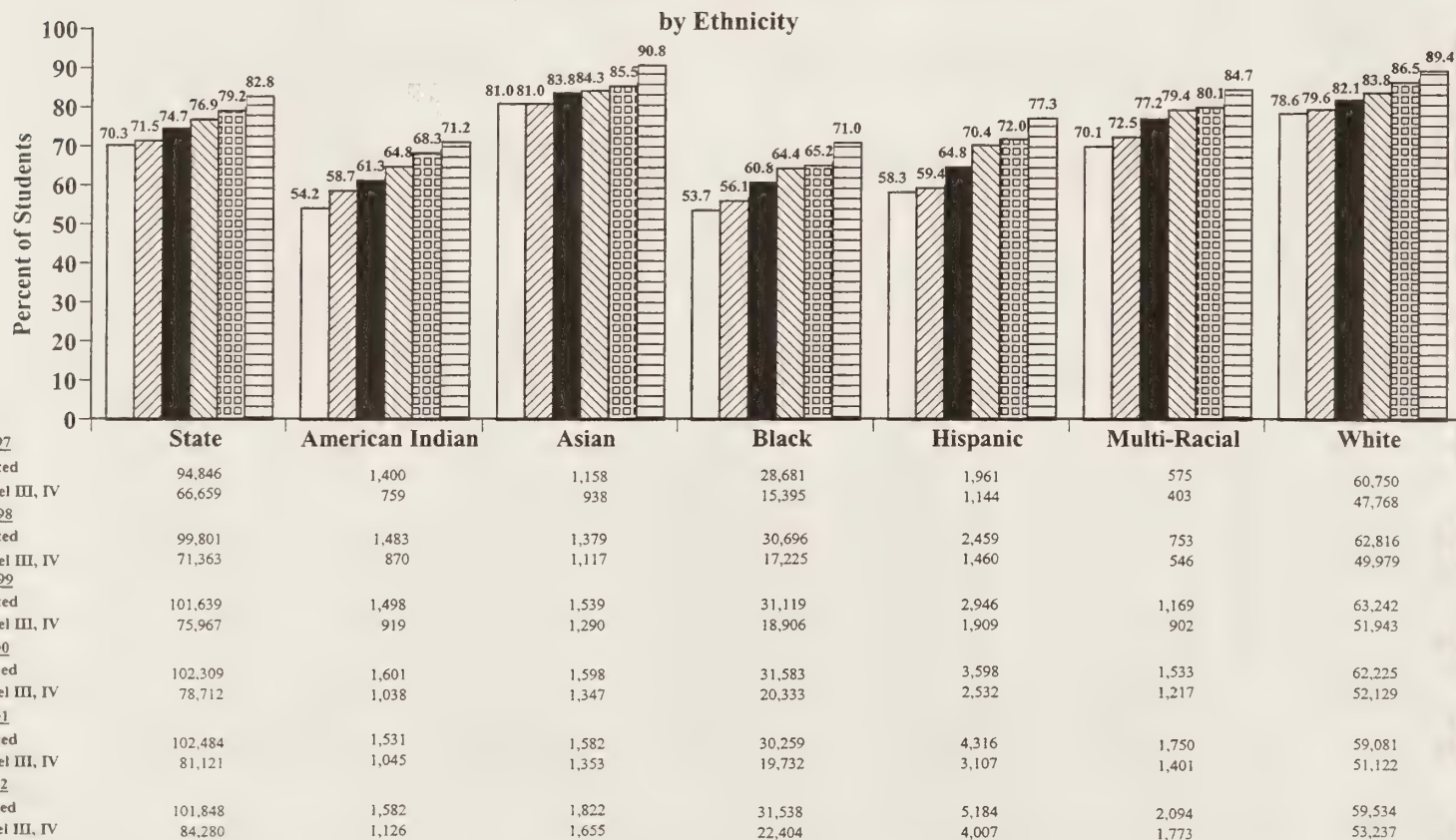
Percent of Students At or Above Level III in Reading
by Ethnicity

Figure 2. 1996-97 to 2001-02 Grade 3 Pretest Multiple-Choice Results

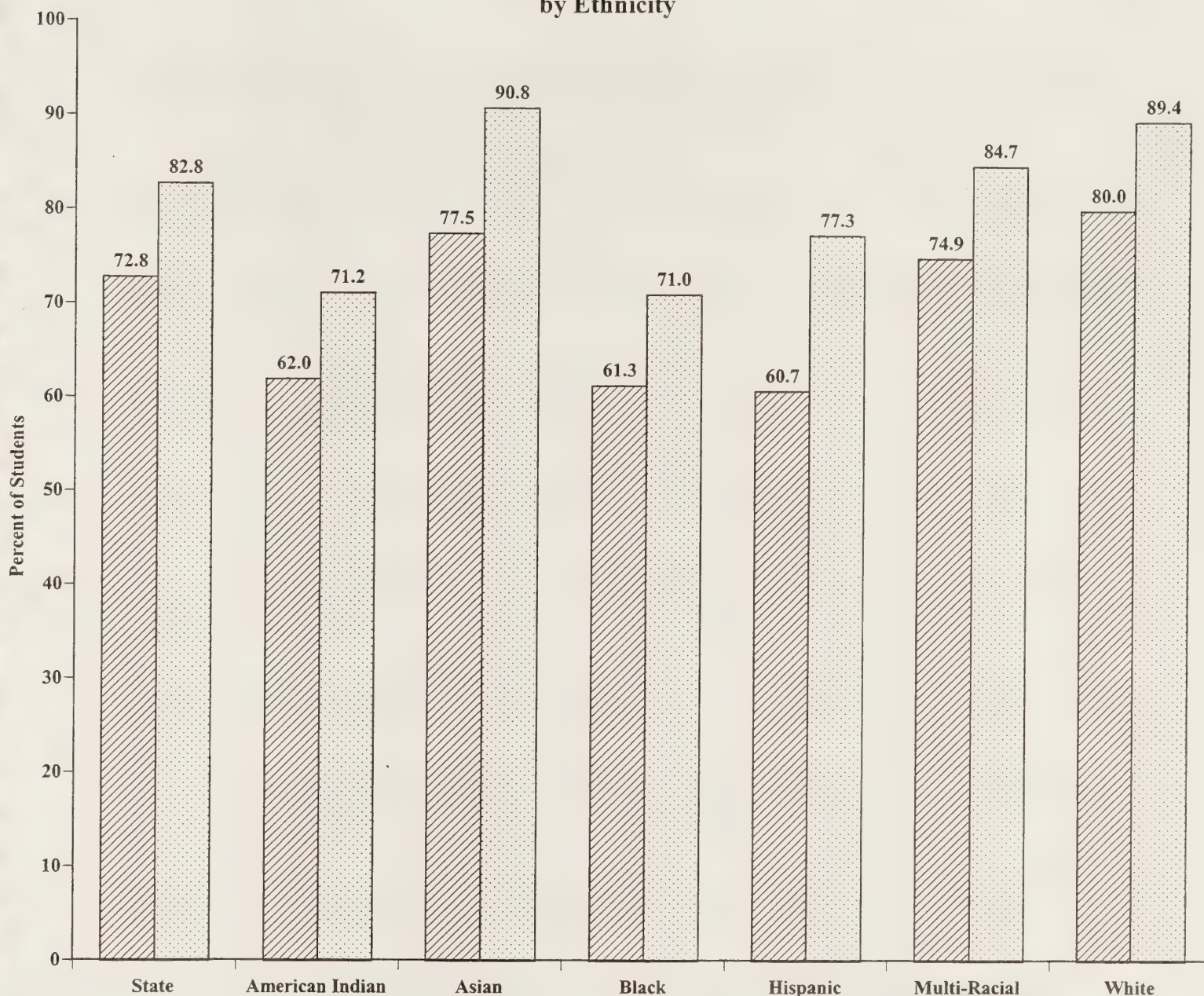
Percent of Students At or Above Level III in Mathematics
by Ethnicity

Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.

Data received from LEAs and charter schools after August 16, 2002 are not included in this figures.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

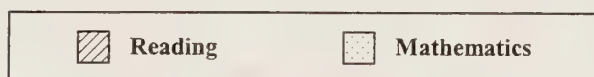
Figure 3. 2001-02 Grade 3 Pretest Multiple-Choice Results
Percent of Students At or Above Level III in Reading and Mathematics
by Ethnicity

**Reading**

| | | | | | | | |
|-----------------|---------|-------|-------|--------|-------|-------|--------|
| N Tested | 101,784 | 1,580 | 1,820 | 31,502 | 5,177 | 2,098 | 59,511 |
| N Level III, IV | 74,116 | 979 | 1,410 | 19,308 | 3,145 | 1,572 | 47,632 |

Mathematics

| | | | | | | | |
|-----------------|---------|-------|-------|--------|-------|-------|--------|
| N Tested | 101,848 | 1,582 | 1,822 | 31,538 | 5,184 | 2,094 | 59,534 |
| N Level III, IV | 84,280 | 1,126 | 1,655 | 22,404 | 4,007 | 1,773 | 53,237 |



Note: Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 4. 2001-02 Grade 3 Pretest Multiple-Choice Results
Percent of Students At or Above Level III in Reading
by Gender and Ethnicity



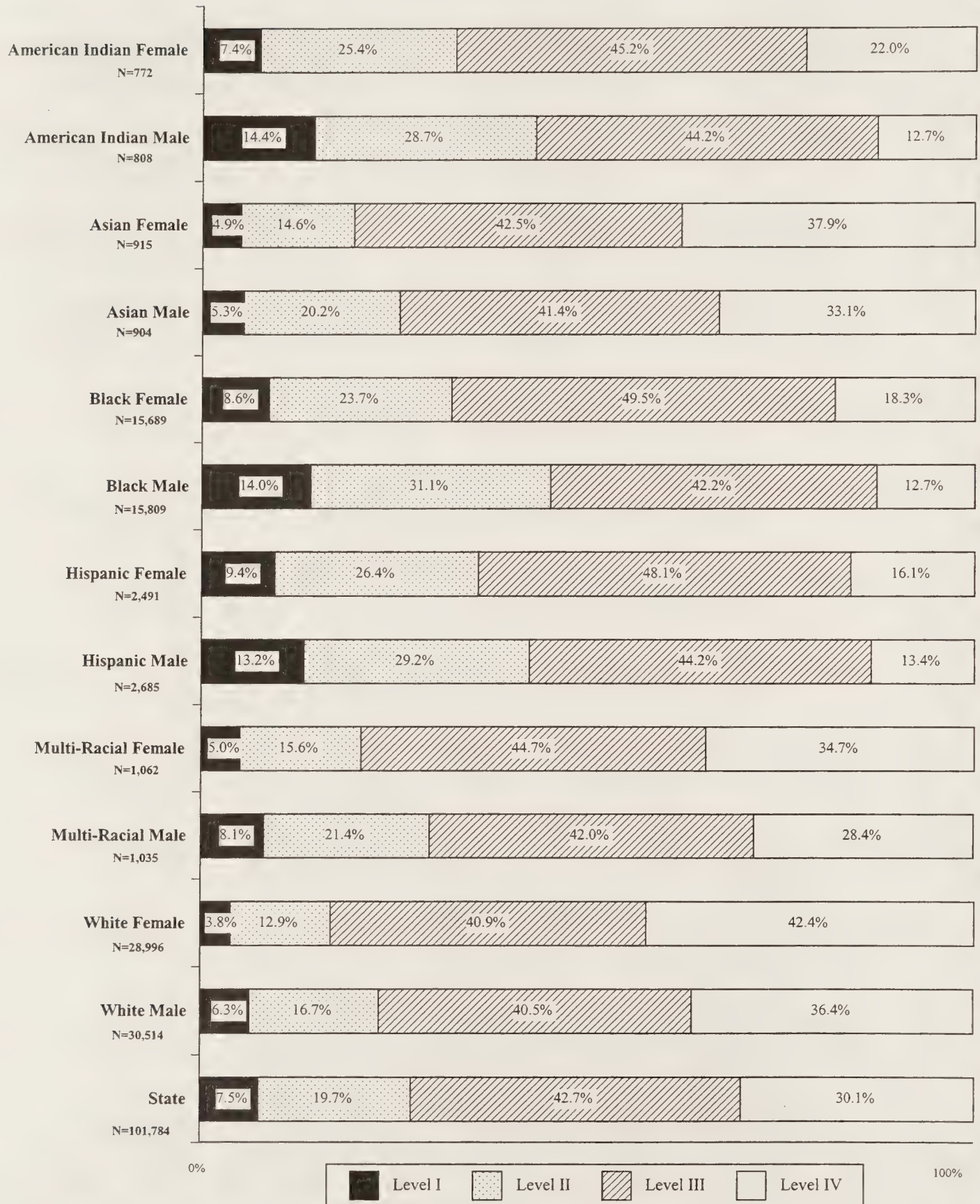
Note: Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 5. 2001-02 Grade 3 Pretest Multiple-Choice Results
Percent of Students At or Above Level III in Mathematics
by Gender and Ethnicity



Note: Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 6. 2001-02 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level in Reading
by Gender and Ethnicity

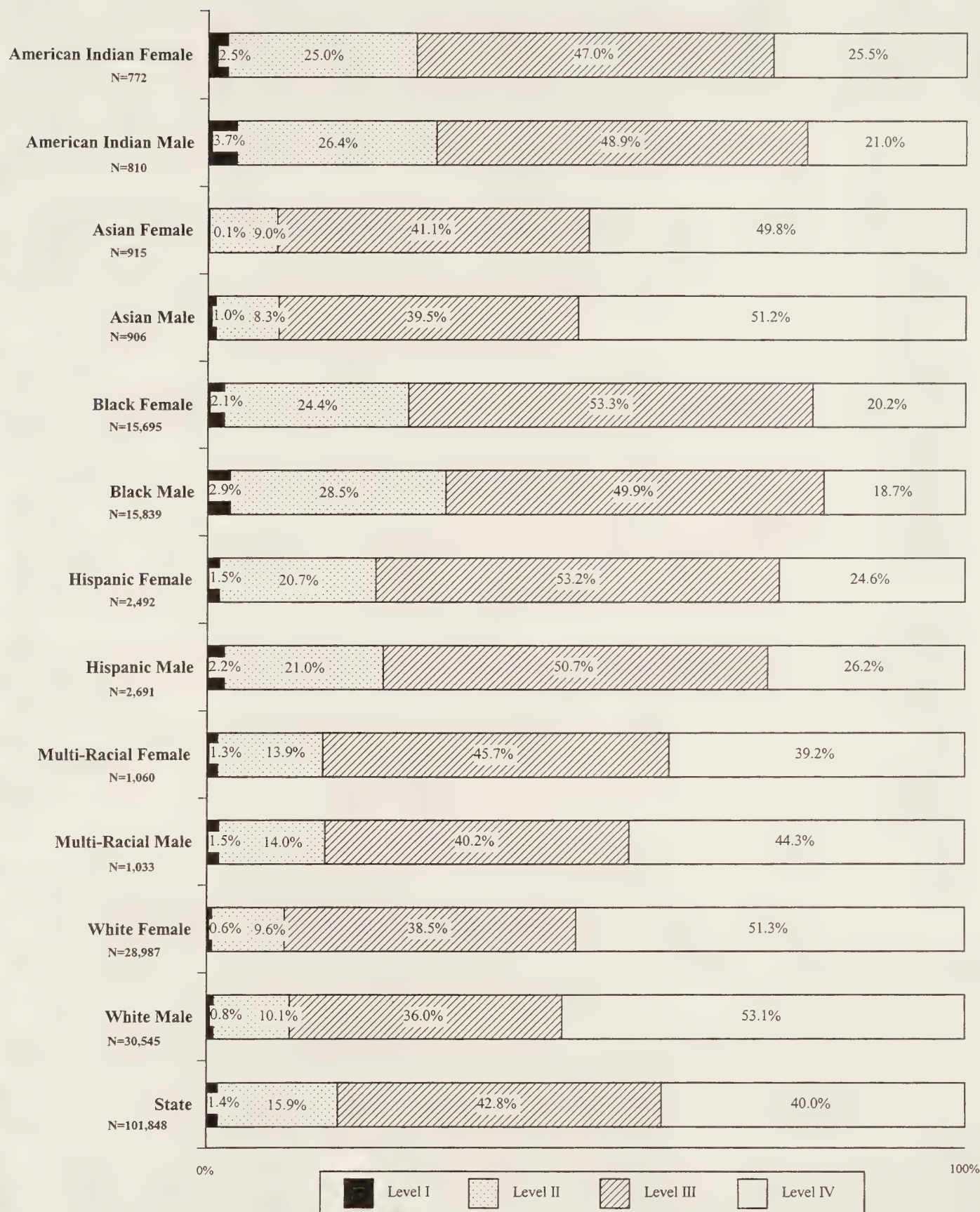


Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100.0 percent.

Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 7. 2001-02 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level in Mathematics
by Gender and Ethnicity

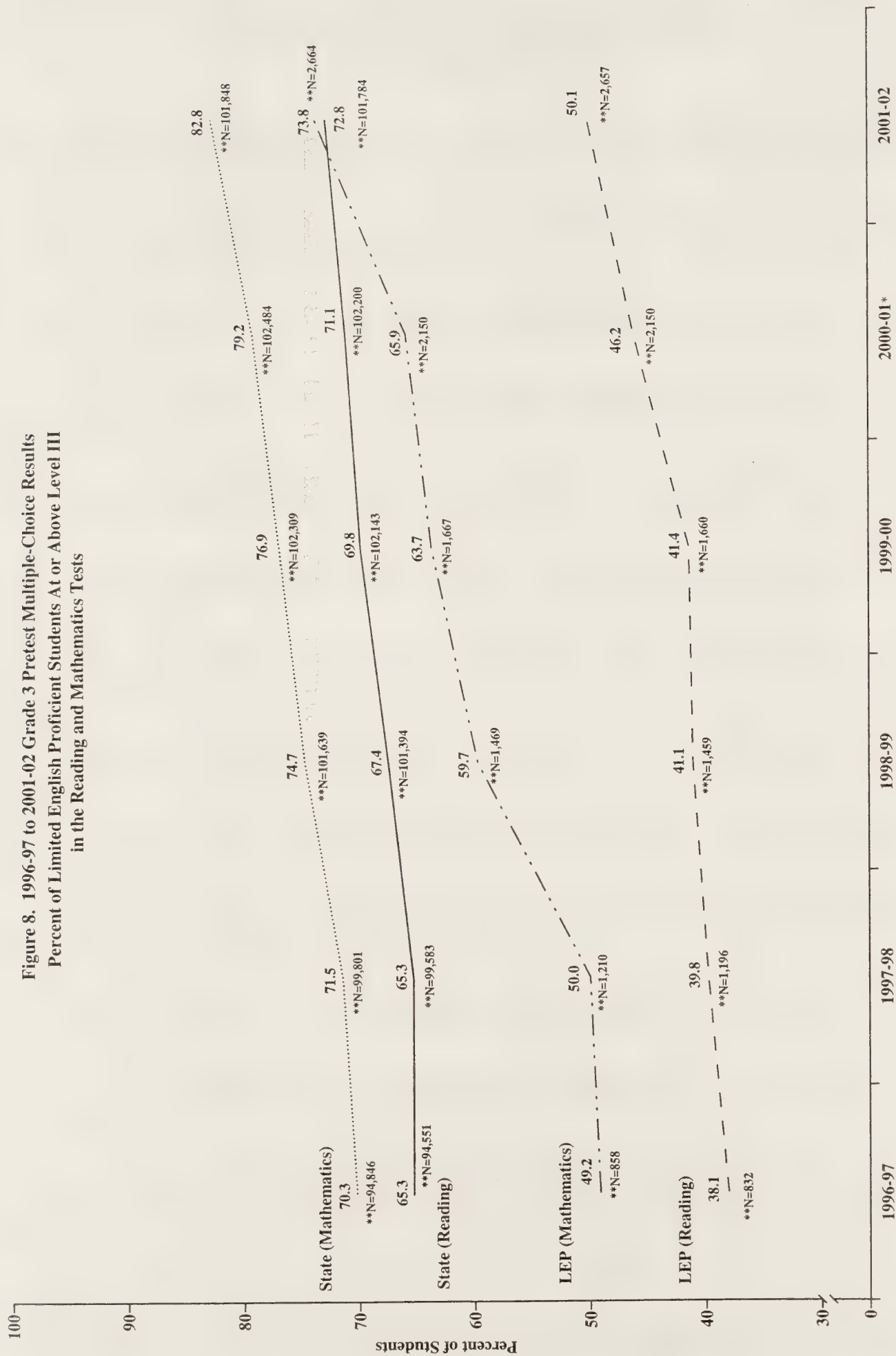


Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100.0 percent.

Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Figure 8. 1996-97 to 2001-02 Grade 3 Pretest Multiple-Choice Results
Percent of Limited English Proficient Students At or Above Level III
in the Reading and Mathematics Tests**



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**The state N counts equal the number of students tested; the LEP N counts equal the number of students coded as LEP on the answer sheets.

Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

Prepared by the NCTM Division of Mathematics Education

Table 4. 2001-02 Grade 3 Pretest Multiple-Choice Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students

| <u>Category</u> | <u>Number Tested¹</u> | <u>Percent At or Above Level III</u> | | <u>Percent At or Above Level III</u> | | <u>Average Scale Score</u> | <u>Average Scale Score</u> |
|---------------------------------------|----------------------------------|--------------------------------------|----------------|--------------------------------------|--------------------|----------------------------|--------------------------------|
| | | <u>Percent²</u> | <u>Reading</u> | <u>Mathematics</u> | <u>Mathematics</u> | <u>Reading</u> | <u>Mathematics³</u> |
| All Students | 101,784 | 100.0 | 72.8 | 82.8 | | 139.3 | 237.1 |
| Not Exceptional | 85,790 | 84.3 | 75.0 | 84.0 | | 139.5 | 237.1 |
| Academically Gifted | 4,719 | 4.6 | 98.6 | 99.6 | | 149.4 | 247.4 |
| AG Reading | 3,692 | 3.6 | 98.9 | 99.8 | | 149.6 | 247.5 |
| AG Mathematics | 3,398 | 3.3 | 98.9 | 99.9 | | 149.5 | 247.8 |
| Students with IEPs | 10,878 | 10.7 | 44.7 | 66.1 | | 133.7 | 233.0 |
| All Students with Disabilities | 11,260 | 11.1 | 45.3 | 66.5 | | 133.8 | 233.0 |
| Behaviorally-Emotionally Disabled | 621 | 0.6 | 38.5 | 61.0 | | 132.7 | 231.5 |
| Hearing Impaired | 135 | 0.1 | 40.7 | 56.6 | | 133.9 | 231.9 |
| Educable Mentally Disabled | 1,059 | 1.0 | 19.1 | 21.2 | | 129.6 | 225.2 |
| Specific Learning Disabled | 4,633 | 4.6 | 38.4 | 72.0 | | 132.4 | 233.7 |
| LD Reading | 3,688 | 3.6 | 33.7 | 72.2 | | 131.7 | 233.7 |
| LD Math | 2,265 | 2.2 | 37.3 | 61.5 | | 132.3 | 231.6 |
| LD Written Expression | 2,656 | 2.6 | 39.2 | 73.2 | | 132.6 | 234.1 |
| LD Other | 165 | 0.2 | 38.8 | 71.4 | | 132.7 | 232.2 |
| Speech-Language Impaired | 3,049 | 3.0 | 64.7 | 75.1 | | 137.3 | 235.3 |
| Visually Impaired | 41 | 0.0 | 48.8 | 68.3 | | 135.9 | 233.2 |
| Other Health Impaired | 1,104 | 1.1 | 44.1 | 66.1 | | 133.4 | 232.5 |
| Orthopedically Impaired | 81 | 0.1 | 51.9 | 65.4 | | 135.5 | 232.0 |
| Traumatic Brain Injured | 19 | 0.0 | * | * | | * | * |
| Autistic | 117 | 0.1 | 47.9 | 55.6 | | 134.5 | 231.6 |
| Severely/Profoundly Mentally Disabled | 0 | 0.0 | * | * | | * | * |
| Multihandicapped | 16 | 0.0 | * | * | | * | * |
| Deaf-Blind | 0 | 0.0 | * | * | | * | * |
| Trainable Mentally Disabled | 3 | 0.0 | * | * | | * | * |
| Section 504 | 382 | 0.4 | 62.6 | 77.0 | | 136.9 | 235.0 |
| Not Coded | 20 | 0.0 | * | * | | * | * |
| Limited English Proficient | 2,657 | 2.6 | 50.1 | 73.8 | | 133.8 | 233.2 |
| Not Served by Title I | 55,474 | 54.5 | 78.3 | 87.7 | | 140.8 | 238.8 |
| Schoolwide Title I Program | 42,381 | 41.6 | 66.9 | 77.1 | | 137.6 | 235.1 |
| Targeted Assistance | 3,852 | 3.8 | 60.5 | 73.9 | | 136.5 | 234.4 |
| Migrant | 827 | 0.8 | 58.4 | 73.1 | | 135.5 | 233.8 |

Notes: ¹"Number Tested" is the number of students who took the grade 3 pretest in reading.

²"Percent" is based on the number tested in the "All Students" category.

³The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academically Gifted," and "Students with Disabilities" do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 5. 2001-02 Grade 3 Pretest Multiple-Choice Results
Performance of Students Using Accommodations**

| <u>Category</u> | <u>Number Tested¹</u> | <u>Percent²</u> | <u>Percent At or Above Level III</u> | <u>Percent At or Above Level III</u> | <u>Average Scale Score</u> | <u>Average Scale Score</u> |
|--|--------------------------------------|----------------------------|--|--|--------------------------------|--------------------------------|
| | | | <u>Reading</u> | <u>Mathematics</u> | <u>Reading</u> | <u>Mathematics³</u> |
| All Students | 101,784 | 100.0 | 72.8 | 82.8 | 139.3 | 237.1 |
| Braille Edition | 3 | 0.0 | * | * | * | * |
| Large Print Edition | 48 | 0.0 | 45.8 | 69.6 | 135.2 | 233.1 |
| Assistive Tech./Devices | 34 | 0.0 | 44.1 | 61.8 | 133.6 | 232.0 |
| Braille Writer | 2 | 0.0 | * | * | * | * |
| Cranmer Abacus | 10 | 0.0 | * | * | * | * |
| Dictation to Scribe | 169 | 0.2 | 30.2 | 50.3 | 131.8 | 230.0 |
| Interpreter/Transliterator Signs/Cues Test** | 24 | 0.0 | * | * | * | * |
| Magnification Devices | 8 | 0.0 | * | * | * | * |
| Student Marks Answers in Test Book | 5,104 | 5.0 | 38.0 | 65.9 | 132.4 | 232.6 |
| Test Administrator Reads Test Aloud (in English)** | 6,490 | 6.4 | 32.8 | 65.7 | 131.5 | 232.4 |
| Typewriter/Word Processor | 6 | 0.0 | * | * | * | * |
| Hospital/Home Testing | 8 | 0.0 | * | * | * | * |
| Multiple Testing Sessions | 2,379 | 2.3 | 38.4 | 63.9 | 132.5 | 232.2 |
| Scheduled Extended Time | 7,590 | 7.5 | 38.5 | 67.1 | 132.4 | 232.7 |
| Testing in a Separate Room | 7,392 | 7.3 | 37.6 | 66.0 | 132.3 | 232.5 |
| English/Native Language Dictionary/Electronic Translator | 127 | 0.1 | 45.7 | 74.8 | 132.6 | 233.3 |
| One Test Item Per Page | 11 | 0.0 | * | * | * | * |
| Unpublished Accommodation | 16 | 0.0 | * | * | * | * |

Notes: ¹"Number Tested" is the number of students who took the grade 3 pretest in reading.

²"Percent" is calculated based on the "N Tested."

³The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

**The "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud" accommodations are prohibited from use during the administration of state tests that measure reading skills.

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, 2001-02

**Table 6a. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments,
Excluded Due to Limited English Proficiency, and Absent**

Grade 3 Pretest Reading

| Category | Reading | | | | | | | | | |
|--|--|----------------------------------|------------------|-------------------|--|--|-------------------------------------|--------------------------------------|------------------|-------------------|
| | Number of Student Records ² | Percent of Student Records | Number Tested | Percent Tested | Number Alternate Assessments/ ³ Pilot Accommodation | Percent Alternate Assessments/ ³ Pilot Accommodation | Number Excluded Due to LEP | Percent Excluded Due to LEP | Number Absent | Percent Absent |
| Total (Verified Membership = 103,197¹) | 105,406 | 100.0 | 101,784 | 96.6 | 1,636 | 1.6 | 1,094 | 1.0 | 372 | 0.4 |
| Female | 51,447 | 48.8 | 49,970 | 97.1 | 540 | 1.0 | 538 | 1.0 | 170 | 0.3 |
| Male | 53,940 | 51.2 | 51,805 | 96.0 | 1,092 | 2.0 | 552 | 1.0 | 201 | 0.4 |
| Asian | 1,946 | 1.8 | 1,820 | 93.5 | 21 | 1.1 | 90 | 4.6 | 11 | 0.6 |
| Black | 32,621 | 30.9 | 31,502 | 96.6 | 761 | 2.3 | 22 | 0.1 | 147 | 0.5 |
| Hispanic | 6,190 | 5.9 | 5,177 | 83.6 | 67 | 1.1 | 904 | 14.6 | 21 | 0.3 |
| American Indian | 1,624 | 1.5 | 1,580 | 97.3 | 38 | 2.3 | 2 | 0.1 | 2 | 0.1 |
| Multi-Racial | 2,145 | 2.0 | 2,098 | 97.8 | 24 | 1.1 | 5 | 0.2 | 9 | 0.4 |
| White | 60,766 | 57.6 | 59,511 | 97.9 | 720 | 1.2 | 63 | 0.1 | 177 | 0.3 |
| Other | 85 | 0.1 | 79 | 92.9 | 0 | 0.0 | 6 | 7.1 | 0 | 0.0 |
| Title I | 47,956 | 45.5 | 46,302 | 96.6 | 869 | 1.8 | 495 | 1.0 | 156 | 0.3 |
| Schoolwide Program | 43,918 | 41.7 | 42,381 | 96.5 | 830 | 1.9 | 439 | 1.0 | 149 | 0.3 |
| Targeted Assistance | 3,951 | 3.7 | 3,852 | 97.5 | 38 | 1.0 | 39 | 1.0 | 7 | 0.2 |
| Migrant | 942 | 0.9 | 827 | 87.8 | 29 | 3.1 | 82 | 8.7 | 1 | 0.1 |
| Limited English Proficient (LEP) | 3,799 | 3.6 | 2,659 | 70.0 | 28 | 0.7 | 1,094 | 28.8 | 10 | 0.3 |
| All Students with Disabilities | 13,025 | 12.4 | 11,260 | 86.4 | 1,556 | 11.9 | 15 | 0.1 | 46 | 0.4 |
| Behaviorally-Emotionally Disabled | 697 | 0.7 | 621 | 89.1 | 54 | 7.7 | 0 | 0.0 | 6 | 0.9 |
| Hearing Impaired | 151 | 0.1 | 135 | 89.4 | 13 | 8.6 | 2 | 1.3 | 0 | 0.0 |
| Educable Mentally Disabled | 1,815 | 1.7 | 1,059 | 58.3 | 715 | 39.4 | 3 | 0.2 | 11 | 0.6 |
| Specific Learning Disabled | 4,922 | 4.7 | 4,633 | 94.1 | 210 | 4.3 | 4 | 0.1 | 17 | 0.3 |
| Speech-Language Impaired | 3,084 | 2.9 | 3,049 | 98.9 | 4 | 0.1 | 6 | 0.2 | 3 | 0.1 |
| Visually Impaired | 46 | 0.0 | 41 | 89.1 | 4 | 8.7 | 0 | 0.0 | 0 | 0.0 |
| Other Health Impaired | 1,214 | 1.2 | 1,104 | 90.9 | 90 | 7.4 | 0 | 0.0 | 6 | 0.5 |
| Orthopedically Impaired | 98 | 0.1 | 81 | 82.7 | 15 | 15.3 | 0 | 0.0 | 0 | 0.0 |
| Traumatic Brain Injury | 29 | 0.0 | 19 | 65.5 | 10 | 34.5 | 0 | 0.0 | 0 | 0.0 |
| Autistic | 306 | 0.3 | 117 | 38.2 | 187 | 61.1 | 0 | 0.0 | 1 | 0.3 |
| Severely/Profoundly Mentally Disabled | 30 | 0.0 | 0 | 0.0 | 30 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| Multihandicapped | 80 | 0.1 | 16 | 20.0 | 62 | 77.5 | 0 | 0.0 | 0 | 0.0 |
| Trainable Mentally Disabled | 166 | 0.2 | 3 | 1.8 | 162 | 97.6 | 0 | 0.0 | 0 | 0.0 |
| Section 504 | 387 | 0.4 | 382 | 98.7 | 0 | 0.0 | 0 | 0.0 | 2 | 0.5 |

Notes: ¹"Verified Membership" for the Grade 3 Pretest is the total student membership on the last day of the first month of the 2001-02 school year and is provided by the NCDPI Division of School Business, Information Analysis and Support, from the Student Information Management System (SIMS/NCWISE).

²"Number of Student Records" is the number of student test answer sheets scanned into SO2 files after the test administration.

³Alternate assessments include the Alternate Assessment Academic Inventory (AAA1) and the Alternate Assessment Portfolio (AAP). The Computerized Adaptive Testing System (CATS) is an accommodation and was piloted in 2001-02.

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership." Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2001-02 grade 3 pretest student answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, 2001-02

Table 6b. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent

Grade 3 Pretest Mathematics

| Category | Mathematics | | | | | | | | | |
|---|--|----------------------------|---------------|----------------|--|--|----------------------------|-----------------------------|---------------|----------------|
| | Number of Student Records ² | Percent of Student Records | Number Tested | Percent Tested | Number Alternate Assessments/Pilot NCCATS Accommodation ³ | Percent Alternate Assessments/Pilot NCCATS Accommodation | Number Excluded Due to LEP | Percent Excluded Due to LEP | Number Absent | Percent Absent |
| Total (verified membership = 103,197 ¹) | 105,406 | 100.0 | 101,848 | 96.6 | 1,538 | 1.5 | 1,092 | 1.0 | 420 | 0.4 |
| Female | 51,447 | 48.8 | 49,966 | 97.1 | 533 | 1.0 | 536 | 1.0 | 185 | 0.4 |
| Male | 53,940 | 51.2 | 51,872 | 96.2 | 1,001 | 1.9 | 552 | 1.0 | 234 | 0.4 |
| Asian | 1,946 | 1.8 | 1,822 | 93.6 | 18 | 0.9 | 90 | 4.6 | 12 | 0.6 |
| Black | 32,621 | 30.9 | 31,538 | 96.7 | 721 | 2.2 | 22 | 0.1 | 155 | 0.5 |
| Hispanic | 6,190 | 5.9 | 5,184 | 83.7 | 61 | 1.0 | 903 | 14.6 | 23 | 0.4 |
| American Indian | 1,624 | 1.5 | 1,582 | 97.4 | 32 | 2.0 | 2 | 0.1 | 6 | 0.4 |
| Multi-Racial | 2,145 | 2.0 | 2,094 | 97.6 | 24 | 1.1 | 5 | 0.2 | 12 | 0.6 |
| White | 60,766 | 57.6 | 59,534 | 98.0 | 677 | 1.1 | 63 | 0.1 | 205 | 0.3 |
| Other | 85 | 0.1 | 78 | 91.8 | 0 | 0.0 | 5 | 5.9 | 2 | 2.4 |
| Title I | 47,956 | 45.5 | 46,325 | 96.6 | 829 | 1.7 | 493 | 1.0 | 179 | 0.4 |
| Schoolwide Program | 43,918 | 41.7 | 42,406 | 96.6 | 792 | 1.8 | 437 | 1.0 | 168 | 0.4 |
| Targeted Assistance | 3,951 | 3.7 | 3,850 | 97.4 | 36 | 0.9 | 39 | 1.0 | 11 | 0.3 |
| Migrant | 942 | 0.9 | 829 | 88.0 | 27 | 2.9 | 82 | 8.7 | 1 | 0.1 |
| Limited English Proficient (LEP) | 3,799 | 3.6 | 2,666 | 70.2 | 25 | 0.7 | 1,092 | 28.7 | 11 | 0.3 |
| All Students with Disabilities | 13,025 | 12.4 | 11,366 | 87.3 | 1,464 | 11.2 | 15 | 0.1 | 43 | 0.3 |
| Behaviorally-Emotionally Disabled | 697 | 0.7 | 631 | 90.5 | 48 | 6.9 | 0 | 0.0 | 5 | 0.7 |
| Hearing Impaired | 151 | 0.1 | 136 | 90.1 | 13 | 8.6 | 2 | 1.3 | 0 | 0.0 |
| Educable Mentally Disabled | 1,815 | 1.7 | 1,075 | 59.2 | 698 | 38.5 | 3 | 0.2 | 12 | 0.7 |
| Specific Learning Disabled | 4,922 | 4.7 | 4,706 | 95.6 | 141 | 2.9 | 4 | 0.1 | 16 | 0.3 |
| Speech-Language Impaired | 3,084 | 2.9 | 3,051 | 98.9 | 4 | 0.1 | 6 | 0.2 | 3 | 0.1 |
| Visually Impaired | 46 | 0.0 | 41 | 89.1 | 4 | 8.7 | 0 | 0.0 | 0 | 0.0 |
| Other Health Impaired | 1,214 | 1.2 | 1,111 | 91.5 | 87 | 7.2 | 0 | 0.0 | 4 | 0.3 |
| Orthopedically Impaired | 98 | 0.1 | 78 | 79.6 | 18 | 18.4 | 0 | 0.0 | 0 | 0.0 |
| Traumatic Brain Injury | 29 | 0.0 | 18 | 62.1 | 11 | 37.9 | 0 | 0.0 | 0 | 0.0 |
| Autistic | 306 | 0.3 | 117 | 38.2 | 186 | 60.8 | 0 | 0.0 | 2 | 0.7 |
| Severely/Profoundly Mentally Disabled | 30 | 0.0 | 0 | 0.0 | 30 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| Multihandicapped | 80 | 0.1 | 16 | 20.0 | 62 | 77.5 | 0 | 0.0 | 0 | 0.0 |
| Trainable Mentally Disabled | 166 | 0.2 | 3 | 1.8 | 162 | 97.6 | 0 | 0.0 | 0 | 0.0 |
| Section 504 | 387 | 0.4 | 383 | 99.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.3 |

Notes: ¹"Verified Membership" for the Grade 3 Pretest is the total student membership on the last day of the first month of the 2001-02 school year and is provided by the NCDPI Division of School Business, Information Analysis and Support, from the Student Information Management System (SIMS/NCWISE).

²"Number of Student Records" is the number of student test answer sheets scanned into SO2 file after the test administration.

³Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (NCAAP). The Computerized Adaptive Testing System (CATS) is an accommodation and was piloted in 2001-02.

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership."

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2001-02 grade 3 pretest answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 7. 2001-02 Grade 3 Pretest Goal Summary Report

| | Developmental Score Mean | Number of Observations | # of Items | Percent Correct* |
|--|-----------------------------|---------------------------|----------------------|---------------------|
| READING | 139.3 | 101,784 | 28 | |
| GOAL 1: Use strategies and processes that enhance control of communications skills development. | | | 0 | |
| GOAL 2: Use language for the acquisition, interpretation, and application of information. | | | 70 | 54.3 |
| Obj 2.1: Identify, collect, or select information and ideas. | | | 31 | 59.1 |
| Obj 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts, or generalizations. | | | 33 | 51.8 |
| Obj 2.3: Apply, extend, and expand on information and concepts. | | | 6 | 44.1 |
| GOAL 3: Use language for critical analysis and evaluation. | | | 14 | 35.9 |
| MATHEMATICS | 237.1 | 101,848 | 40 | |
| Math Calculator Inactive | | | 36 | 65.8 |
| Math Calculator Active | | | 84 | 61.5 |
| GOAL 1: Identify and use numbers to less than 10,000. | | | 45 | 66.6 |
| GOAL 2: Understand and use basic geometric properties and standard units of measurement. | | | 42 | 61.0 |
| GOAL 3: Understand classification, pattern, and seriation. | | | 21 | 61.9 |
| GOAL 4: Understand data collection, display, and interpretation. | | | 12 | 55.9 |
| NUMBER OF STUDENTS TAKING FORM*** | D ----- 33,910 | E ----- 34,124 | F ----- 33,834 | |

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

**Forms designated D, E, and F refer to the math curriculum adopted in 1998 but still contain reading forms A, B, and C from the 1992 curriculum.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 8. 2001-02 Grade 3 Pretest Distribution of Scale Scores
Reading**

| | | | | | |
|---|------------------|-----------------------------|-------------------------------|---------------------------|------------------------------|
| <u>NUMBER OF STUDENTS WITH VALID SCORES</u> | | 101,784 | <u>HIGH SCORE</u> | | 162 |
| | | | <u>LOW SCORE</u> | | 119 |
| <u>MEAN</u> | | 139.3 | <u>2002 STATE PERCENTILES</u> | | <u>SCALE SCORE</u> |
| <u>STANDARD DEVIATION</u> | | 8.5 | 90 | | 151.10 |
| | | | 75 | | 145.86 |
| | | | 50 (<u>MEDIAN</u>) | | 139.11 |
| <u>VARIANCE</u> | | 71.7 | 25 | | 131.47 |
| | | | 10 | | 128.14 |
| <u>FREQUENCY DISTRIBUTION</u> | | | | | |
| <u>DEVELOPMENTAL SCALE SCORE</u> | <u>FREQUENCY</u> | <u>CUMULATIVE FREQUENCY</u> | <u>PERCENT</u> | <u>CUMULATIVE PERCENT</u> | <u>1996 STATE PERCENTILE</u> |
| 162 | 12 | 101784 | 0.01 | 100.00 | 99 |
| 160 | 59 | 101772 | 0.06 | 99.99 | 99 |
| 158 | 514 | 101713 | 0.50 | 99.93 | 99 |
| 157 | 535 | 101199 | 0.53 | 99.43 | 99 |
| 156 | 1216 | 100664 | 1.19 | 98.90 | 99 |
| 155 | 1768 | 99448 | 1.74 | 97.70 | 98 |
| 154 | 359 | 97680 | 0.35 | 95.97 | 97 |
| 153 | 2587 | 97321 | 2.54 | 95.62 | 96 |
| 152 | 2343 | 94734 | 2.30 | 93.07 | 94 |
| 151 | 1949 | 92391 | 1.91 | 90.77 | 92 |
| 150 | 1722 | 90442 | 1.69 | 88.86 | 90 |
| 149 | 4223 | 88720 | 4.15 | 87.16 | 88 |
| 148 | 2705 | 84497 | 2.66 | 83.02 | 85 |
| 147 | 2065 | 81792 | 2.03 | 80.36 | 83 |
| 146 | 5282 | 79727 | 5.19 | 78.33 | 79 |
| 145 | 3329 | 74445 | 3.27 | 73.14 | 76 |
| 144 | 2052 | 71116 | 2.02 | 69.87 | 73 |
| 143 | 5847 | 69064 | 5.74 | 67.85 | 70 |
| 142 | 4241 | 63217 | 4.17 | 62.11 | 65 |
| 141 | 4503 | 58976 | 4.42 | 57.94 | 62 |
| 140 | 1821 | 54473 | 1.79 | 53.52 | 59 |
| 139 | 4541 | 52652 | 4.46 | 51.73 | 56 |
| 138 | 4659 | 48111 | 4.58 | 47.27 | 52 |
| 137 | 1737 | 43452 | 1.71 | 42.69 | 49 |
| 136 | 4390 | 41715 | 4.31 | 40.98 | 46 |
| 135 | 4019 | 37325 | 3.95 | 36.67 | 42 |
| 134 | 2007 | 33306 | 1.97 | 32.72 | 40 |
| 133 | 3631 | 31299 | 3.57 | 30.75 | 37 |
| 132 | 2052 | 27668 | 2.02 | 27.18 | 34 |
| 131 | 5491 | 25616 | 5.39 | 25.17 | 30 |
| 130 | 3540 | 20125 | 3.48 | 19.77 | 25 |
| 129 | 4930 | 16585 | 4.84 | 16.29 | 20 |
| 128 | 4049 | 11655 | 3.98 | 11.45 | 14 |
| 127 | 4429 | 7606 | 4.35 | 7.47 | 8 |
| 126 | 1860 | 3177 | 1.83 | 3.12 | 4 |
| 125 | 222 | 1317 | 0.22 | 1.29 | 2 |
| 124 | 602 | 1095 | 0.59 | 1.08 | 1 |
| 123 | 263 | 493 | 0.26 | 0.48 | 1 |
| 122 | 144 | 230 | 0.14 | 0.23 | 1 |
| 121 | 62 | 86 | 0.06 | 0.08 | 1 |
| 120 | 8 | 24 | 0.01 | 0.02 | 1 |
| LESS THAN 120 | 16 | 16 | 0.02 | 0.02 | 1 |

Notes: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 9. 2001-02 Grade 3 Pretest Distribution of Scale Scores
Mathematics**

| | | | | | |
|--------------------------------------|-----------|----------------------|---------|------------------------|-----------------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 101,848 | | | <u>HIGH SCORE</u> | 260 |
| | | | | <u>LOW SCORE</u> | 211 |
| <u>MEAN</u> | 237.1 | | | 2002 STATE PERCENTILES | SCALE SCORE |
| <u>STANDARD DEVIATION</u> | 8.1 | | | 90 | 247.49 |
| | | | | 75 | 242.72 |
| | | | | 50 (MEDIAN) | 236.87 |
| <u>VARIANCE</u> | 65.2 | | | 25 | 231.61 |
| | | | | 10 | 226.70 |
| <u>FREQUENCY DISTRIBUTION</u> | | | | | |
| DEVELOPMENTAL SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 2000 STATE PERCENTILE |
| 260 | 123 | 101848 | 0.12 | 100.00 | 99 |
| 259 | 121 | 101725 | 0.12 | 99.88 | 99 |
| 257 | 414 | 101604 | 0.41 | 99.76 | 99 |
| 256 | 301 | 101190 | 0.30 | 99.35 | 99 |
| 255 | 807 | 100889 | 0.79 | 99.06 | 99 |
| 253 | 583 | 100082 | 0.57 | 98.27 | 99 |
| 252 | 1225 | 99499 | 1.20 | 97.69 | 98 |
| 251 | 764 | 98274 | 0.75 | 96.49 | 97 |
| 250 | 2546 | 97510 | 2.50 | 95.74 | 96 |
| 249 | 2080 | 94964 | 2.04 | 93.24 | 94 |
| 248 | 1188 | 92884 | 1.17 | 91.20 | 93 |
| 247 | 3703 | 91696 | 3.64 | 90.03 | 91 |
| 246 | 2671 | 87993 | 2.62 | 86.40 | 88 |
| 245 | 1267 | 85322 | 1.24 | 83.77 | 86 |
| 244 | 4177 | 84055 | 4.10 | 82.53 | 84 |
| 243 | 4457 | 79878 | 4.38 | 78.43 | 80 |
| 242 | 4622 | 75421 | 4.54 | 74.05 | 75 |
| 241 | 4785 | 70799 | 4.70 | 69.51 | 71 |
| 240 | 4896 | 66014 | 4.81 | 64.82 | 67 |
| 239 | 4960 | 61118 | 4.87 | 60.01 | 62 |
| 238 | 3206 | 56158 | 3.15 | 55.14 | 58 |
| 237 | 3195 | 52952 | 3.14 | 51.99 | 55 |
| 236 | 4810 | 49757 | 4.72 | 48.85 | 51 |
| 235 | 4827 | 44947 | 4.74 | 44.13 | 46 |
| 234 | 4785 | 40120 | 4.70 | 39.39 | 41 |
| 233 | 5975 | 35335 | 5.87 | 34.69 | 36 |
| 232 | 4359 | 29360 | 4.28 | 28.83 | 31 |
| 231 | 3909 | 25001 | 3.84 | 24.55 | 27 |
| 230 | 3524 | 21092 | 3.46 | 20.71 | 23 |
| 229 | 3199 | 17568 | 3.14 | 17.25 | 19 |
| 228 | 2852 | 14369 | 2.80 | 14.11 | 16 |
| 227 | 1659 | 11517 | 1.63 | 11.31 | 13 |
| 226 | 1568 | 9858 | 1.54 | 9.68 | 11 |
| 225 | 1955 | 8290 | 1.92 | 8.14 | 9 |
| 224 | 1756 | 6335 | 1.72 | 6.22 | 7 |
| 223 | 992 | 4579 | 0.97 | 4.50 | 5 |
| 222 | 819 | 3587 | 0.80 | 3.52 | 4 |
| 221 | 593 | 2768 | 0.58 | 2.72 | 3 |
| 220 | 759 | 2175 | 0.75 | 2.14 | 2 |
| 219 | 575 | 1416 | 0.56 | 1.39 | 2 |
| 218 | 260 | 841 | 0.26 | 0.83 | 1 |
| 217 | 250 | 581 | 0.25 | 0.57 | 1 |
| 216 | 164 | 331 | 0.16 | 0.32 | 1 |
| 215 | 79 | 167 | 0.08 | 0.16 | 1 |
| 214 | 48 | 88 | 0.05 | 0.09 | 1 |
| 213 | 14 | 40 | 0.01 | 0.04 | 1 |
| 212 | 9 | 26 | 0.01 | 0.03 | 1 |
| LESS THAN 212 | 17 | 17 | 0.02 | 0.02 | 1 |

Notes: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

End-of-Grade Multiple-Choice Test Results

Table 1. 2001-02 End-of-Grade Multiple-Choice Test Results
Statewide Summary
Reading and Mathematics

| Reading | | | Mathematics* | | |
|----------------|------------------|--|---------------------|--|--|
| | Number Tested | Percent Students at Achievement Levels III, IV | Number Tested | Percent Students at Achievement Levels III, IV** | |
| | | Mean Scale Score | | | |
| | | Standard Deviation | Mean Scale Score*** | Standard Deviation | |
| Grade 3 | 100,105 147.8 | 79.8% 8.9 | 100,748 251.4 | 77.3% 7.7 | |
| Grade 4 | 100,426 150.8 | 77.1% 9.0 | 101,120 256.5 | 88.9% 8.4 | |
| Grade 5 | 100,294 156.3 | 84.5% 7.9 | 101,125 260.8 | 88.4% 9.7 | |
| Grade 6 | 101,617 157.5 | 74.1% 9.1 | 102,060 264.5 | 86.4% 9.9 | |
| Grade 7 | 100,420 160.1 | 76.6% 8.3 | 100,674 268.0 | 83.3% 10.9 | |
| Grade 8 | 96,104 163.4 | 85.2% 7.8 | 96,325 271.2 | 82.3% 11.1 | |

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all data since 2001.

***Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 2. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Reading

| | 1992-93 | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
|---------|--|--|--|--|--|--|--|--|--|--|
| | Number Tested | Number Tested | Number Tested | Number Tested | Number Tested | Number Tested | Number Tested | Number Tested | Number Tested | Number Tested |
| | Mean Scale Score | Mean Scale Score | Mean Scale Score | Mean Scale Score | Mean Scale Score | Mean Scale Score | Mean Scale Score | Mean Scale Score | Mean Scale Score | Mean Scale Score |
| | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV |
| Grade 3 | 85,381 142.7 61.2% | 88,299 142.8 60.4% | 88,741 143.4 63.4% | 90,594 143.8 64.8% | 95,347 144.1 65.8% | 98,389 145.7 71.6% | 100,525 146.4 73.6% | 101,064 146.5 74.4% | 101,652 147.0 76.4% | 100,105 147.8 79.8% |
| Grade 4 | 84,811 147.1 62.4% | 85,311 147.9 65.8% | 88,151 147.6 64.2% | 89,115 148.7 69.4% | 91,865 148.4 67.7% | 94,109 149.3 70.9% | 97,911 149.5 71.4% | 99,451 149.8 72.1% | 99,717 150.3 74.6% | 100,426 150.8 77.1% |
| Grade 5 | 85,339 151.5 64.1% | 85,330 151.7 65.4% | 86,144 152.4 68.2% | 89,237 152.1 66.5% | 90,770 153.0 70.8% | 91,566 154.3 75.2% | 94,801 154.3 75.8% | 98,099 155.3 79.1% | 99,639 156.0 82.7% | 100,294 156.3 84.5% |
| Grade 6 | 84,281 154.0 62.6% | 85,740 154.5 65.1% | 86,356 154.5 65.9% | 87,310 155.3 67.7% | 91,666 155.6 67.1% | 91,669 155.8 70.0% | 93,589 156.7 72.3% | 96,489 156.3 69.5% | 100,079 156.7 70.6% | 101,617 157.5 74.1% |
| Grade 7 | 83,869 157.0 63.5% | 84,852 157.3 64.2% | 86,469 158.1 68.5% | 87,457 157.9 66.8% | 89,515 158.2 67.8% | 91,267 159.0 71.1% | 92,021 159.9 76.6% | 94,031 160.2 76.4% | 96,945 159.9 75.3% | 100,420 160.1 76.6% |
| Grade 8 | 80,837 158.7 66.5% | 82,915 159.7 71.1% | 83,795 160.1 72.8% | 85,997 160.0 72.7% | 87,315 160.9 75.0% | 87,903 161.9 79.5% | 90,330 162.3 79.9% | 90,984 162.7 82.5% | 93,305 163.1 83.3% | 96,104 163.4 85.2% |

Note: Data received from LEAs and charter schools after August 16, 2002 are not included in this report.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 3. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics*

| | 1992-93 | | 1993-94 | | 1994-95 | | 1995-96 | | 1996-97 | | 1997-98 | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | |
|----------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | Number Tested | Mean Scale Score | Number Tested | Mean Scale Score | Number Tested | Mean Scale Score | Number Tested | Mean Scale Score | Number Tested | Mean Scale Score | Number Tested | Mean Scale Score | Number Tested | Mean Scale Score | Number Tested | Mean Scale Score | Number Tested | Mean Scale Score | Number Tested | Mean Scale Score |
| | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV | Percent Students at Achievement Levels III, IV |
| Grade 3 | 85,191 | 88,414 | 88,845 | 90,710 | 95,604 | 98,844 | 101,021 | 101,572 | 100,748 | 102,160 | 101,120 | 101,120 | 101,120 | 101,120 | 101,120 | 101,120 | 101,120 | 101,120 | 101,120 | 101,120 |
| | 139.8 | 140.0 | 141.2 | 141.9 | 142.8 | 142.3 | 142.9 | 143.5 | 251.4 | 250.6 | 255.8 | 255.8 | 255.8 | 255.8 | 255.8 | 255.8 | 255.8 | 255.8 | 255.8 | 255.8 |
| | 60.6% | 61.6% | 65.1% | 67.4% | 70.2% | 68.2% | 70.0% | 71.8% | 77.3% | 73.6% | 84.4% | 84.4% | 84.4% | 84.4% | 84.4% | 84.4% | 84.4% | 84.4% | 84.4% | 84.4% |
| Grade 4 | 84,594 | 85,363 | 88,217 | 89,172 | 92,062 | 94,499 | 98,391 | 99,990 | 101,120 | 100,392 | 101,120 | 101,120 | 101,120 | 101,120 | 101,120 | 101,120 | 101,120 | 101,120 | 101,120 | 101,120 |
| | 146.1 | 147.2 | 147.9 | 148.5 | 149.5 | 151.5 | 152.2 | 152.9 | 256.5 | 255.8 | 255.8 | 255.8 | 255.8 | 255.8 | 255.8 | 255.8 | 255.8 | 255.8 | 255.8 | 255.8 |
| | 64.1% | 67.1% | 68.5% | 71.5% | 74.6% | 79.3% | 82.7% | 84.4% | 88.9% | 86.8% | 86.8% | 86.8% | 86.8% | 86.8% | 86.8% | 86.8% | 86.8% | 86.8% | 86.8% | 86.8% |
| Grade 5 | 85,124 | 85,384 | 86,151 | 89,261 | 90,929 | 91,927 | 95,258 | 98,558 | 101,125 | 100,226 | 101,125 | 101,125 | 101,125 | 101,125 | 101,125 | 101,125 | 101,125 | 101,125 | 101,125 | 101,125 |
| | 152.3 | 153.5 | 154.4 | 155.2 | 156.4 | 157.4 | 159.2 | 159.5 | 260.8 | 260.0 | 260.8 | 260.8 | 260.8 | 260.8 | 260.8 | 260.8 | 260.8 | 260.8 | 260.8 | 260.8 |
| | 59.7% | 63.9% | 66.5% | 70.0% | 73.1% | 78.0% | 82.4% | 82.9% | 88.4% | 86.7% | 86.7% | 86.7% | 86.7% | 86.7% | 86.7% | 86.7% | 86.7% | 86.7% | 86.7% | 86.7% |
| Grade 6 | 83,873 | 85,849 | 86,337 | 87,320 | 91,718 | 91,802 | 93,824 | 96,708 | 102,060 | 100,367 | 102,060 | 102,060 | 102,060 | 102,060 | 102,060 | 102,060 | 102,060 | 102,060 | 102,060 | 102,060 |
| | 158.3 | 159.4 | 160.2 | 161.4 | 162.0 | 163.6 | 164.8 | 165.1 | 264.5 | 263.2 | 264.5 | 264.5 | 264.5 | 264.5 | 264.5 | 264.5 | 264.5 | 264.5 | 264.5 | 264.5 |
| | 61.3% | 66.2% | 67.6% | 72.6% | 72.7% | 78.3% | 81.1% | 81.0% | 86.4% | 82.9% | 82.9% | 82.9% | 82.9% | 82.9% | 82.9% | 82.9% | 82.9% | 82.9% | 82.9% | 82.9% |
| Grade 7 | 83,162 | 84,768 | 86,422 | 87,490 | 89,526 | 91,368 | 92,151 | 94,124 | 100,674 | 97,114 | 100,674 | 100,674 | 100,674 | 100,674 | 100,674 | 100,674 | 100,674 | 100,674 | 100,674 | 100,674 |
| | 164.1 | 164.8 | 166.0 | 166.4 | 167.5 | 169.2 | 170.8 | 171.0 | 268.0 | 267.1 | 268.0 | 268.0 | 268.0 | 268.0 | 268.0 | 268.0 | 268.0 | 268.0 | 268.0 | 268.0 |
| | 60.0% | 63.2% | 67.1% | 68.5% | 70.8% | 76.9% | 82.5% | 80.7% | 83.3% | 81.2% | 81.2% | 81.2% | 81.2% | 81.2% | 81.2% | 81.2% | 81.2% | 81.2% | 81.2% | 81.2% |
| Grade 8 | 80,045 | 82,792 | 83,542 | 86,006 | 87,383 | 87,978 | 90,396 | 91,053 | 96,325 | 93,408 | 96,325 | 96,325 | 96,325 | 96,325 | 96,325 | 96,325 | 96,325 | 96,325 | 96,325 | 96,325 |
| | 168.3 | 169.0 | 170.3 | 170.6 | 171.1 | 173.7 | 174.1 | 175.3 | 271.2 | 270.0 | 271.2 | 271.2 | 271.2 | 271.2 | 271.2 | 271.2 | 271.2 | 271.2 | 271.2 | 271.2 |
| | 61.9% | 61.9% | 67.6% | 67.7% | 68.9% | 76.3% | 77.6% | 80.6% | 82.3% | 79.5% | 82.3% | 82.3% | 82.3% | 82.3% | 82.3% | 82.3% | 82.3% | 82.3% | 82.3% | 82.3% |

Notes: * The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

***Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208. Beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310.

*** The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all data since 2001.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 4. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Reading

| | 1992-93 | | | 1993-94 | | | 1994-95 | | | 1995-96 | | | 1996-97 | | |
|------------------|--|------------------|--------------------------------|--|------------------|--------------------------------|--|------------------|--------------------------------|--|------------------|--------------------------------|--|------------------|--------------------------------|
| | Percent Students at Achievement Levels III, IV | | | Percent Students at Achievement Levels III, IV | | | Percent Students at Achievement Levels III, IV | | | Percent Students at Achievement Levels III, IV | | | Percent Students at Achievement Levels III, IV | | |
| | Number Tested | Mean Scale Score | Percent at Achievement Level I | Number Tested | Mean Scale Score | Percent at Achievement Level I | Number Tested | Mean Scale Score | Percent at Achievement Level I | Number Tested | Mean Scale Score | Percent at Achievement Level I | Number Tested | Mean Scale Score | Percent at Achievement Level I |
| Grade 3 | 85,381 | 88,299 | 61.2% | 88,299 | 88,741 | 60.4% | 88,741 | 88,741 | 63.4% | 90,594 | 90,594 | 64.8% | 95,347 | 95,347 | 65.8% |
| Std. Dev. | 142.7 | 142.8 | 13.6% | 142.8 | 143.4 | 13.9% | 143.4 | 143.4 | 12.9% | 143.8 | 143.8 | 11.3% | 144.1 | 144.1 | 11.0% |
| | 9.9 | 10.0 | | 10.0 | 10.1 | | 10.1 | 10.1 | | 9.7 | 9.7 | | 9.8 | 9.8 | |
| Grade 4 | 84,811 | 85,311 | 62.4% | 85,311 | 88,151 | 65.8% | 88,151 | 88,151 | 64.2% | 89,115 | 89,115 | 69.4% | 91,865 | 91,865 | 67.7% |
| Std. Dev. | 147.1 | 147.9 | 12.1% | 147.9 | 147.6 | 10.1% | 147.6 | 147.6 | 10.8% | 148.7 | 148.7 | 9.0% | 148.4 | 148.4 | 9.9% |
| | 9.6 | 9.3 | | 9.3 | 9.6 | | 9.6 | 9.6 | | 9.3 | 9.3 | | 9.6 | 9.6 | |
| Grade 5 | 85,339 | 85,330 | 64.1% | 85,330 | 86,144 | 65.4% | 86,144 | 86,144 | 68.2% | 89,237 | 89,237 | 66.5% | 90,770 | 90,770 | 70.8% |
| Std. Dev. | 151.5 | 151.7 | 9.5% | 151.7 | 152.4 | 9.8% | 152.4 | 152.4 | 8.0% | 152.1 | 152.1 | 8.9% | 153.0 | 153.0 | 7.6% |
| | 9.0 | 8.9 | | 8.9 | 8.8 | | 8.8 | 8.8 | | 8.9 | 8.9 | | 8.9 | 8.9 | |
| Grade 6 | 84,281 | 85,740 | 62.6% | 85,740 | 86,356 | 65.1% | 86,356 | 86,356 | 65.9% | 87,310 | 87,310 | 67.7 | 91,666 | 91,666 | 67.1% |
| Std. Dev. | 154.0 | 154.5 | 9.3% | 154.5 | 154.5 | 9.2% | 154.5 | 154.5 | 7.5% | 155.3 | 155.3 | 8.8% | 155.6 | 155.6 | 8.7% |
| | 9.1 | 9.1 | | 9.1 | 8.7 | | 8.7 | 8.7 | | 9.3 | 9.3 | | 9.9 | 9.9 | |
| Grade 7 | 83,869 | 84,852 | 63.5% | 84,852 | 86,469 | 64.2% | 86,469 | 86,469 | 68.5% | 87,457 | 87,457 | 66.8% | 89,515 | 89,515 | 67.8% |
| Std. Dev. | 157.0 | 157.3 | 9.3% | 157.3 | 158.1 | 9.6% | 158.1 | 158.1 | 8.0% | 157.9 | 157.9 | 8.5% | 158.2 | 158.2 | 8.4% |
| | 8.6 | 8.7 | | 8.7 | 8.6 | | 8.6 | 8.6 | | 8.6 | 8.6 | | 9.0 | 9.0 | |
| Grade 8 | 80,837 | 82,915 | 66.5% | 82,915 | 83,795 | 71.1% | 83,795 | 83,795 | 72.8% | 85,997 | 85,997 | 72.7% | 87,315 | 87,315 | 75.0% |
| Std. Dev. | 158.7 | 159.7 | 7.9% | 159.7 | 160.1 | 6.0% | 160.1 | 160.1 | 5.7% | 160.0 | 160.0 | 5.5% | 160.9 | 160.9 | 5.0% |
| | 8.9 | 8.7 | | 8.7 | 8.6 | | 8.6 | 8.6 | | 8.5 | 8.5 | | 8.7 | 8.7 | |

Note: Data received from LEAs and charter schools after August 16, 2002 are not included in this report.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 4. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Reading (continued)

| | 1997-98 | | | 1998-99 | | | 1999-00 | | | 2000-01 | | | 2001-02 | | |
|------------------|--|------------------|--------------------------------|--|------------------|--------------------------------|--|------------------|--------------------------------|--|------------------|--------------------------------|--|------------------|--------------------------------|
| | Percent Students at Achievement Levels III, IV | | | Percent Students at Achievement Levels III, IV | | | Percent Students at Achievement Levels III, IV | | | Percent Students at Achievement Levels III, IV | | | Percent Students at Achievement Levels III, IV | | |
| | Number Tested | Mean Scale Score | Percent at Achievement Level I | Number Tested | Mean Scale Score | Percent at Achievement Level I | Number Tested | Mean Scale Score | Percent at Achievement Level I | Number Tested | Mean Scale Score | Percent at Achievement Level I | Number Tested | Mean Scale Score | Percent at Achievement Level I |
| Grade 3 | 98,389 | | 71.6% | 100,525 | | 73.6% | 101,064 | | 74.4% | 101,652 | | 76.4% | 100,105 | | 79.8% |
| | 145.7 | | 8.6% | 146.4 | | 6.9% | 146.5 | | 6.2% | 147.0 | | 5.7% | 147.8 | | 4.2% |
| Std. Dev. | 9.7 | | | 9.7 | | | 9.5 | | | 9.3 | | | 8.9 | | |
| Grade 4 | 94,109 | | 70.9% | 97,911 | | 71.4% | 99,451 | | 72.1% | 99,717 | | 74.6% | 100,426 | | 77.1% |
| | 149.3 | | 7.9% | 149.5 | | 7.4% | 149.8 | | 7.0% | 150.3 | | 6.1% | 150.8 | | 4.7% |
| Std. Dev. | 9.6 | | | 9.4 | | | 9.5 | | | 9.3 | | | 9.0 | | |
| Grade 5 | 91,566 | | 75.2% | 94,801 | | 75.8% | 98,099 | | 79.1% | 99,639 | | 82.7% | 100,294 | | 84.5% |
| | 154.3 | | 6.1% | 154.3 | | 5.0% | 155.3 | | 4.4% | 156.0 | | 3.4% | 156.3 | | 2.7% |
| Std. Dev. | 9.0 | | | 8.5 | | | 8.7 | | | 8.2 | | | 7.9 | | |
| Grade 6 | 91,669 | | 70.0% | 93,589 | | 72.3% | 96,489 | | 69.5% | 100,079 | | 70.6% | 101,617 | | 74.1% |
| | 155.8 | | 7.3% | 156.7 | | 5.9% | 156.3 | | 6.9% | 156.7 | | 6.0% | 157.5 | | 4.1% |
| Std. Dev. | 9.3 | | | 9.3 | | | 9.8 | | | 9.6 | | | 9.1 | | |
| Grade 7 | 91,267 | | 71.1% | 92,021 | | 76.6% | 94,031 | | 76.4% | 96,945 | | 75.3% | 100,420 | | 76.6% |
| | 159.0 | | 7.4% | 159.9 | | 5.2% | 160.2 | | 5.3% | 159.9 | | 5.0% | 160.1 | | 4.3% |
| Std. Dev. | 8.8 | | | 8.2 | | | 8.5 | | | 8.5 | | | 8.3 | | |
| Grade 8 | 87,903 | | 79.5% | 90,330 | | 79.9% | 90,984 | | 82.5% | 93,305 | | 83.3% | 96,104 | | 85.2% |
| | 161.9 | | 3.4% | 162.3 | | 3.2% | 162.7 | | 2.9% | 163.1 | | 2.3% | 163.4 | | 1.9% |
| Std. Dev. | 8.3 | | | 8.4 | | | 8.1 | | | 8.1 | | | 7.8 | | |

Note: Data received from LEAs and charter schools after August 16, 2002 are not included in this report.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 5. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics*

| | 1992-93 | | | 1993-94 | | | 1994-95 | | | 1995-96 | | | 1996-97 | | |
|------------------|--|------------------|--------------------------------|--|------------------|--------------------------------|--|------------------|--------------------------------|--|------------------|--------------------------------|--|------------------|--------------------------------|
| | Percent Students at Achievement Levels III, IV | | | Percent Students at Achievement Levels III, IV | | | Percent Students at Achievement Levels III, IV | | | Percent Students at Achievement Levels III, IV | | | Percent Students at Achievement Levels III, IV | | |
| | Number Tested | Mean Scale Score | Percent at Achievement Level I | Number Tested | Mean Scale Score | Percent at Achievement Level I | Number Tested | Mean Scale Score | Percent at Achievement Level I | Number Tested | Mean Scale Score | Percent at Achievement Level I | Number Tested | Mean Scale Score | Percent at Achievement Level I |
| Grade 3 | 85,191 | | 60.6% | 88,414 | | 61.6% | 88,845 | | 65.1% | 90,710 | | 67.4% | 95,604 | | 70.2% |
| | 139.8 | | 10.7% | 140.0 | | 10.9% | 141.2 | | 9.3% | 141.9 | | 7.9% | 142.8 | | 6.8% |
| Std. Dev. | 11.3 | | | 11.5 | | | 11.5 | | | 11.4 | | | 11.3 | | |
| Grade 4 | 84,594 | | 64.1% | 85,363 | | 67.1% | 88,217 | | 68.5% | 89,172 | | 71.5% | 92,062 | | 74.6% |
| | 146.1 | | 10.0% | 147.2 | | 8.8% | 147.9 | | 8.6% | 148.5 | | 7.2% | 149.5 | | 6.4% |
| Std. Dev. | 10.5 | | | 10.7 | | | 11.1 | | | 10.7 | | | 10.8 | | |
| Grade 5 | 85,124 | | 59.7% | 85,384 | | 63.9% | 86,151 | | 66.5% | 89,261 | | 70.0% | 90,929 | | 73.1% |
| | 152.3 | | 12.1% | 153.5 | | 10.6% | 154.4 | | 9.4% | 155.2 | | 8.5% | 156.4 | | 7.1% |
| Std. Dev. | 9.7 | | | 10.0 | | | 10.3 | | | 10.2 | | | 10.4 | | |
| Grade 6 | 83,873 | | 61.3% | 85,849 | | 66.2% | 86,337 | | 67.6% | 87,320 | | 72.6% | 91,718 | | 72.7% |
| | 158.3 | | 10.5% | 159.4 | | 9.6% | 160.2 | | 8.2% | 161.4 | | 7.0% | 162.0 | | 6.6% |
| Std. Dev. | 10.1 | | | 10.2 | | | 10.4 | | | 10.6 | | | 11.1 | | |
| Grade 7 | 83,162 | | 60.0% | 84,768 | | 63.2% | 86,422 | | 67.1% | 87,490 | | 68.5% | 89,526 | | 70.8% |
| | 164.1 | | 10.5% | 164.8 | | 11.5% | 166.0 | | 8.4% | 166.4 | | 9.0% | 167.5 | | 8.6% |
| Std. Dev. | 10.0 | | | 10.4 | | | 10.4 | | | 10.7 | | | 11.4 | | |
| Grade 8 | 80,045 | | 61.9% | 82,792 | | 61.9% | 83,542 | | 67.6% | 86,006 | | 67.7% | 87,383 | | 68.9% |
| | 168.3 | | 10.4% | 169.0 | | 10.1% | 170.3 | | 8.2% | 170.6 | | 8.8% | 171.1 | | 9.0% |
| Std. Dev. | 10.6 | | | 11.0 | | | 11.1 | | | 11.3 | | | 11.8 | | |

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 5. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics* (continued)

| | 1997-98 | | | 1998-99 | | | 1999-00 | | | 2000-01 | | | 2001-02 | | |
|------------------|--|------------------|---|--|------------------|---|--|------------------|---|--|------------------|---|--|------------------|---|
| | Percent Students at Achievement Levels III, IV | | | Percent Students at Achievement Levels III, IV | | | Percent Students at Achievement Levels III, IV | | | Percent Students at Achievement Levels III, IV** | | | Percent Students at Achievement Levels III, IV** | | |
| | Number Tested | Mean Scale Score | Percent Students at Achievement Level I | Number Tested | Mean Scale Score | Percent Students at Achievement Level I | Number Tested | Mean Scale Score | Percent Students at Achievement Level I | Number Tested | Mean Scale Score | Percent Students at Achievement Level I** | Number Tested | Mean Scale Score | Percent Students at Achievement Level I** |
| Grade 3 | 98,844 | 142.3 | 68.2% | 101,021 | 142.9 | 70.0% | 101,572 | 143.5 | 71.8% | 102,160 | 250.6 | 73.6% | 100,748 | 251.4 | 77.3% |
| Std. Dev. | 11.2 | | | 11.1 | | | 11.1 | | 5.6% | 7.7 | | 4.2% | 7.7 | | 3.2% |
| Grade 4 | 94,499 | 151.5 | 79.3% | 98,391 | 152.2 | 82.7% | 99,990 | 152.9 | 84.4% | 100,392 | 255.8 | 86.8% | 101,120 | 256.5 | 88.9% |
| Std. Dev. | 10.8 | | | 10.3 | | | 10.1 | | 2.1% | 8.3 | | 1.2% | 8.4 | | 0.9% |
| Grade 5 | 91,927 | 157.4 | 78.0% | 95,258 | 159.2 | 82.4% | 98,558 | 159.5 | 82.9% | 100,226 | 260.0 | 86.7% | 101,125 | 260.8 | 88.4% |
| Std. Dev. | 10.1 | | | 10.0 | | | 10.1 | | 3.8% | 9.6 | | 2.2% | 9.7 | | 1.7% |
| Grade 6 | 91,802 | 163.6 | 78.3% | 93,824 | 164.8 | 81.1% | 96,708 | 165.1 | 81.0% | 100,367 | 263.2 | 82.9% | 102,060 | 264.5 | 86.4% |
| Std. Dev. | 10.8 | | | 10.9 | | | 11.2 | | 4.1% | 9.9 | | 3.3% | 9.9 | | 2.2% |
| Grade 7 | 91,368 | 169.2 | 76.9% | 92,151 | 170.8 | 82.5% | 94,124 | 171.0 | 80.7% | 97,114 | 267.1 | 81.2% | 100,674 | 268.0 | 83.3% |
| Std. Dev. | 11.0 | | | 10.6 | | | 11.5 | | 4.5% | 10.6 | | 3.2% | 10.9 | | 2.7% |
| Grade 8 | 87,978 | 173.7 | 76.3% | 90,396 | 174.1 | 77.6% | 91,053 | 175.3 | 80.6% | 93,408 | 270.0 | 79.5% | 96,325 | 271.2 | 82.3% |
| Std. Dev. | 11.6 | | | 12.0 | | | 11.9 | | 4.8% | 11.0 | | 5.3% | 11.1 | | 4.2% |

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208. Beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310.

***The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all data since 2001.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 6. 2001-02 End-of-Grade Multiple-Choice Tests
Achievement Level Ranges by Subject and Grade

Reading Developmental Scale Scores (set in 1993)

| Grade | Level I | Level II | Level III | Level IV |
|-------|---------|----------|-----------|----------|
| 3 | 114-136 | 131-146 | 141-159 | 151-172 |
| 4 | 118-134 | 135-144 | 145-155 | 156-174 |
| 5 | 124-138 | 139-148 | 149-158 | 159-182 |
| 6 | 124-146 | 141-151 | 152-161 | 162-183 |
| 7 | 126-144 | 145-154 | 155-163 | 164-183 |
| 8 | 132-144 | 145-155 | 156-165 | 166-187 |

Mathematics Developmental Scale Scores (set in September 2001)

| Grade | Level I | Level II | Level III | Level IV |
|-------|---------|----------|-----------|----------|
| 3 | 218-237 | 238-245 | 246-254 | 255-276 |
| 4 | 221-239 | 240-246 | 247-257 | 258-285 |
| 5 | 221-242 | 243-249 | 250-259 | 260-295 |
| 6 | 228-246 | 247-253 | 254-264 | 265-296 |
| 7 | 231-249 | 250-257 | 258-266 | 267-307 |
| 8 | 235-253 | 254-260 | 261-271 | 272-310 |

Data received from I.E.As and charter schools after August 16, 2002 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 7. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade**

The North Carolina State Testing Results, 2001-02

| Achievement Levels | | Reading | | | | | | | |
|---|------|---------|---------|---------|---------|---------|---------|--|--|
| | | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | | |
| Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level. | 1993 | 13.6 | 12.1 | 9.5 | 9.3 | 9.3 | 7.9 | | |
| | 1994 | 13.9 | 10.1 | 9.8 | 9.2 | 9.6 | 6.0 | | |
| | 1995 | 12.9 | 10.8 | 8.0 | 7.5 | 8.0 | 5.7 | | |
| | 1996 | 11.3 | 9.0 | 8.9 | 8.8 | 8.5 | 5.5 | | |
| | 1997 | 11.0 | 9.9 | 7.6 | 8.7 | 8.4 | 5.0 | | |
| | 1998 | 8.6 | 7.9 | 6.1 | 7.3 | 7.4 | 3.4 | | |
| | 1999 | 6.9 | 7.4 | 5.0 | 5.9 | 5.2 | 3.2 | | |
| | 2000 | 6.2 | 7.0 | 4.4 | 6.9 | 5.3 | 2.9 | | |
| | 2001 | 5.7 | 6.1 | 3.4 | 6.0 | 5.0 | 2.3 | | |
| | 2002 | 4.2 | 4.7 | 2.7 | 4.1 | 4.3 | 1.9 | | |
| Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level. | 1993 | 25.2 | 25.6 | 26.4 | 28.1 | 27.1 | 25.6 | | |
| | 1994 | 25.7 | 24.1 | 24.8 | 25.7 | 26.2 | 23.0 | | |
| | 1995 | 23.7 | 25.1 | 23.8 | 26.6 | 23.5 | 21.5 | | |
| | 1996 | 23.9 | 21.6 | 24.6 | 23.5 | 24.7 | 21.8 | | |
| | 1997 | 23.2 | 22.4 | 21.6 | 24.2 | 23.8 | 20.0 | | |
| | 1998 | 19.8 | 21.2 | 18.8 | 22.7 | 21.4 | 17.2 | | |
| | 1999 | 19.5 | 21.2 | 19.3 | 21.8 | 18.2 | 16.9 | | |
| | 2000 | 19.4 | 21.0 | 16.6 | 23.6 | 18.2 | 14.6 | | |
| | 2001 | 17.9 | 19.4 | 13.9 | 23.4 | 19.7 | 14.3 | | |
| | 2002 | 16.0 | 18.2 | 12.8 | 21.9 | 19.2 | 12.9 | | |
| Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level. | 1993 | 38.5 | 41.2 | 39.7 | 39.8 | 39.4 | 42.5 | | |
| | 1994 | 36.1 | 44.0 | 41.8 | 41.3 | 38.9 | 44.2 | | |
| | 1995 | 37.2 | 41.6 | 41.3 | 43.3 | 40.6 | 43.7 | | |
| | 1996 | 37.9 | 44.8 | 41.3 | 40.4 | 39.4 | 45.8 | | |
| | 1997 | 37.6 | 42.9 | 41.4 | 37.3 | 36.4 | 43.6 | | |
| | 1998 | 36.3 | 41.5 | 40.4 | 39.3 | 39.0 | 43.7 | | |
| | 1999 | 36.7 | 43.8 | 43.1 | 39.6 | 41.2 | 43.1 | | |
| | 2000 | 38.0 | 42.3 | 41.0 | 36.6 | 39.4 | 43.8 | | |
| | 2001 | 38.4 | 43.2 | 43.2 | 37.7 | 37.5 | 43.9 | | |
| | 2002 | 38.8 | 44.7 | 44.5 | 39.6 | 38.5 | 44.7 | | |
| Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work. | 1993 | 22.7 | 21.2 | 24.4 | 22.8 | 24.1 | 24.0 | | |
| | 1994 | 24.3 | 21.8 | 23.7 | 23.8 | 25.3 | 26.8 | | |
| | 1995 | 26.2 | 22.6 | 26.9 | 22.6 | 27.8 | 29.1 | | |
| | 1996 | 26.9 | 24.6 | 25.3 | 27.4 | 27.4 | 26.8 | | |
| | 1997 | 28.3 | 24.8 | 29.4 | 29.7 | 31.4 | 31.4 | | |
| | 1998 | 35.3 | 29.4 | 34.8 | 30.7 | 32.2 | 35.8 | | |
| | 1999 | 36.9 | 27.6 | 32.7 | 32.7 | 35.4 | 36.8 | | |
| | 2000 | 36.4 | 29.7 | 38.1 | 32.9 | 37.1 | 38.6 | | |
| | 2001 | 38.0 | 31.3 | 39.4 | 32.9 | 37.8 | 39.5 | | |
| | 2002 | 41.0 | 32.4 | 40.0 | 34.5 | 38.1 | 40.5 | | |

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not sum to 100.0 percent.
Data received from LEAs after August 16, 2002 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 8. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade**

Mathematics

Achievement Levels

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---------|---------|---------|---------|---------|---------|
| Level I | | | | | | |
| Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level. | | | | | | |
| 1993 | 10.7 | 10.0 | 12.1 | 10.5 | 10.5 | 10.4 |
| 1994 | 10.9 | 8.8 | 10.6 | 9.6 | 11.5 | 10.1 |
| 1995 | 9.3 | 8.6 | 9.4 | 8.2 | 8.4 | 8.2 |
| 1996 | 7.9 | 7.2 | 8.5 | 7.0 | 9.0 | 8.8 |
| 1997 | 6.8 | 6.4 | 7.1 | 6.6 | 8.6 | 9.0 |
| 1998 | 7.0 | 4.0 | 5.8 | 5.0 | 5.4 | 5.4 |
| 1999 | 6.3 | 2.9 | 3.8 | 4.3 | 3.9 | 5.4 |
| 2000 | 5.6 | 2.1 | 3.8 | 4.1 | 4.5 | 4.8 |
| 2001* | 4.2 | 1.2 | 2.2 | 3.3 | 3.2 | 5.3 |
| 2002 | 3.2 | 0.9 | 1.7 | 2.2 | 2.7 | 4.2 |
| Level II | | | | | | |
| Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level. | | | | | | |
| 1993 | 28.6 | 25.9 | 28.2 | 28.2 | 29.5 | 27.7 |
| 1994 | 27.5 | 24.1 | 25.5 | 24.3 | 25.3 | 28.1 |
| 1995 | 25.6 | 22.9 | 24.1 | 24.1 | 24.5 | 24.2 |
| 1996 | 24.7 | 21.3 | 21.5 | 20.5 | 22.5 | 23.5 |
| 1997 | 23.0 | 19.1 | 19.8 | 20.7 | 20.6 | 22.1 |
| 1998 | 24.8 | 16.8 | 16.1 | 16.7 | 17.7 | 18.3 |
| 1999 | 23.7 | 14.4 | 13.7 | 14.6 | 13.6 | 17.0 |
| 2000 | 22.6 | 13.4 | 13.3 | 14.9 | 14.8 | 14.6 |
| 2001* | 22.2 | 12.0 | 11.2 | 13.8 | 15.5 | 15.2 |
| 2002 | 19.5 | 10.2 | 9.8 | 11.4 | 14.0 | 13.5 |
| Level III | | | | | | |
| Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level. | | | | | | |
| 1993 | 39.5 | 44.0 | 38.3 | 41.7 | 38.0 | 41.1 |
| 1994 | 39.7 | 43.2 | 37.7 | 43.9 | 38.3 | 38.4 |
| 1995 | 39.7 | 41.3 | 37.3 | 42.5 | 38.6 | 40.1 |
| 1996 | 39.7 | 43.6 | 38.0 | 43.0 | 38.8 | 38.7 |
| 1997 | 39.6 | 41.9 | 36.2 | 40.5 | 36.9 | 38.4 |
| 1998 | 39.8 | 41.7 | 37.8 | 40.7 | 38.3 | 37.6 |
| 1999 | 40.2 | 43.0 | 35.5 | 39.8 | 37.4 | 37.9 |
| 2000 | 40.0 | 43.7 | 34.3 | 38.1 | 35.1 | 36.5 |
| 2001* | 43.3 | 46.7 | 36.6 | 40.5 | 33.3 | 36.8 |
| 2002 | 43.1 | 45.9 | 35.3 | 39.2 | 32.4 | 35.7 |
| Level IV | | | | | | |
| Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work. | | | | | | |
| 1993 | 21.2 | 20.1 | 21.4 | 19.5 | 22.0 | 20.8 |
| 1994 | 21.9 | 23.8 | 26.2 | 22.3 | 25.0 | 23.5 |
| 1995 | 25.4 | 27.2 | 29.2 | 25.1 | 28.5 | 27.5 |
| 1996 | 27.7 | 28.0 | 32.0 | 29.6 | 29.7 | 29.1 |
| 1997 | 30.7 | 32.7 | 36.8 | 32.2 | 34.0 | 30.5 |
| 1998 | 28.4 | 37.6 | 40.2 | 37.7 | 38.6 | 38.7 |
| 1999 | 29.8 | 39.6 | 46.9 | 41.3 | 45.0 | 39.7 |
| 2000 | 31.8 | 40.8 | 48.6 | 42.9 | 45.6 | 44.1 |
| 2001* | 30.3 | 40.0 | 50.1 | 42.4 | 48.0 | 42.7 |
| 2002 | 34.2 | 43.0 | 53.2 | 47.2 | 50.9 | 46.6 |

Notes: * The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all data since 2001.

Percents are rounded to the nearest tenth. Due to rounding, data may not sum to 100.0 percent.

Data received from LEAs after August 16, 2002 are not included in this report.

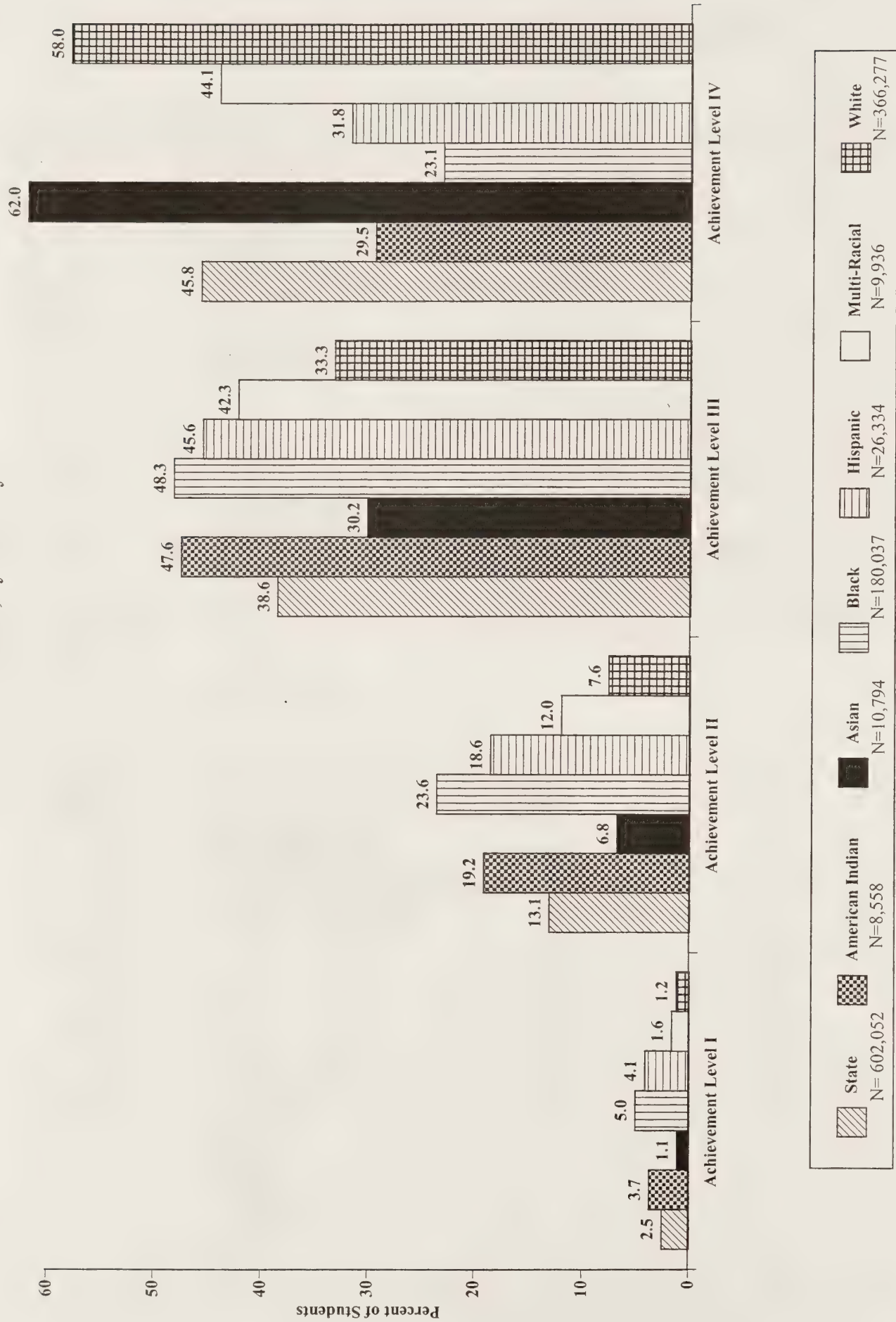
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 1. 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading
Grades 3-8 Combined, by Ethnicity



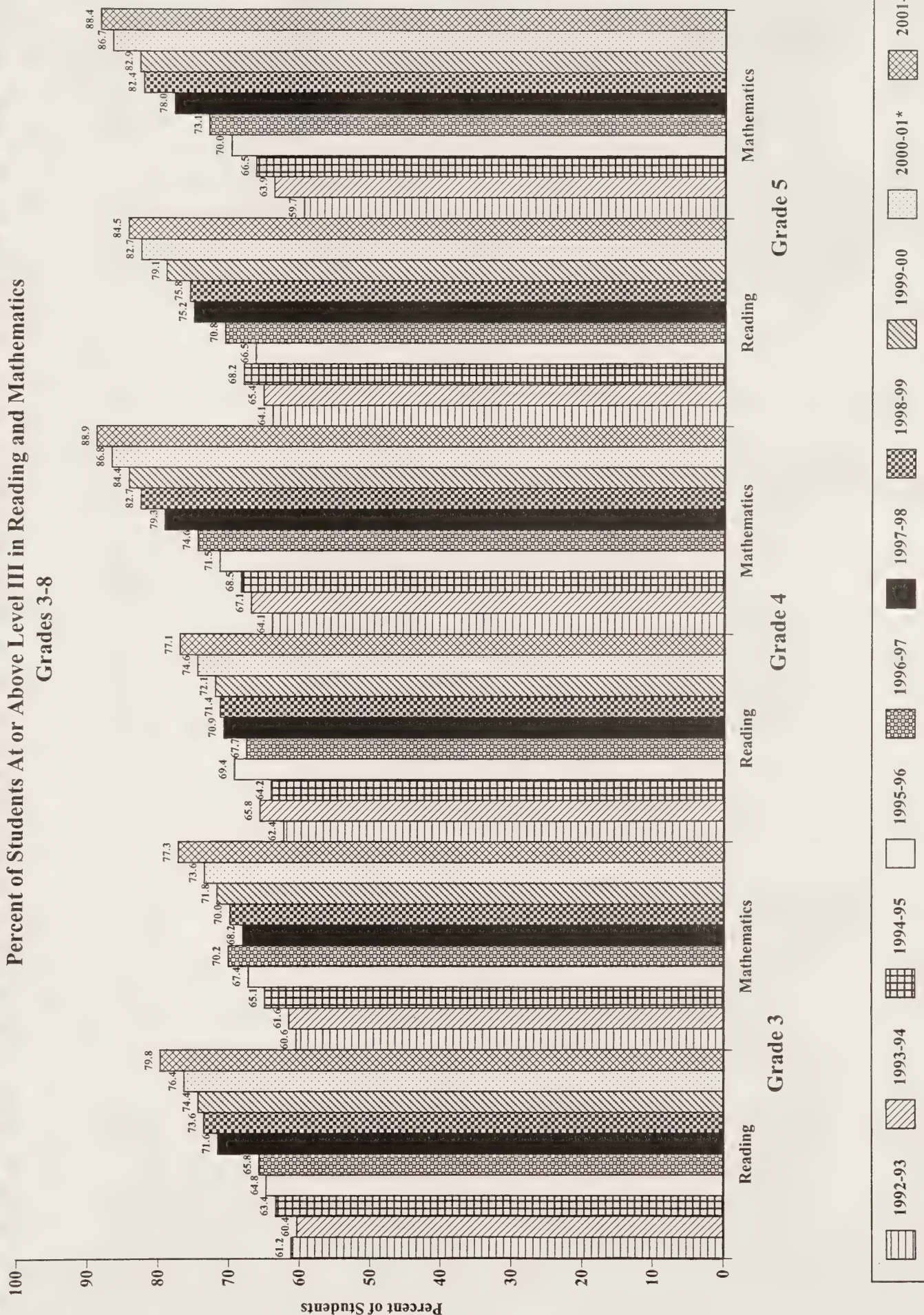
Notes: The state total is the total number of students tested in reading.
 Data received by LEAs and charter schools after August 16, 2002 are not included in this figure.
 Prepared by the NCDPI Division Services/Testing Section.

**Figure 2. 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics
Grades 3-8 Combined, by Ethnicity**



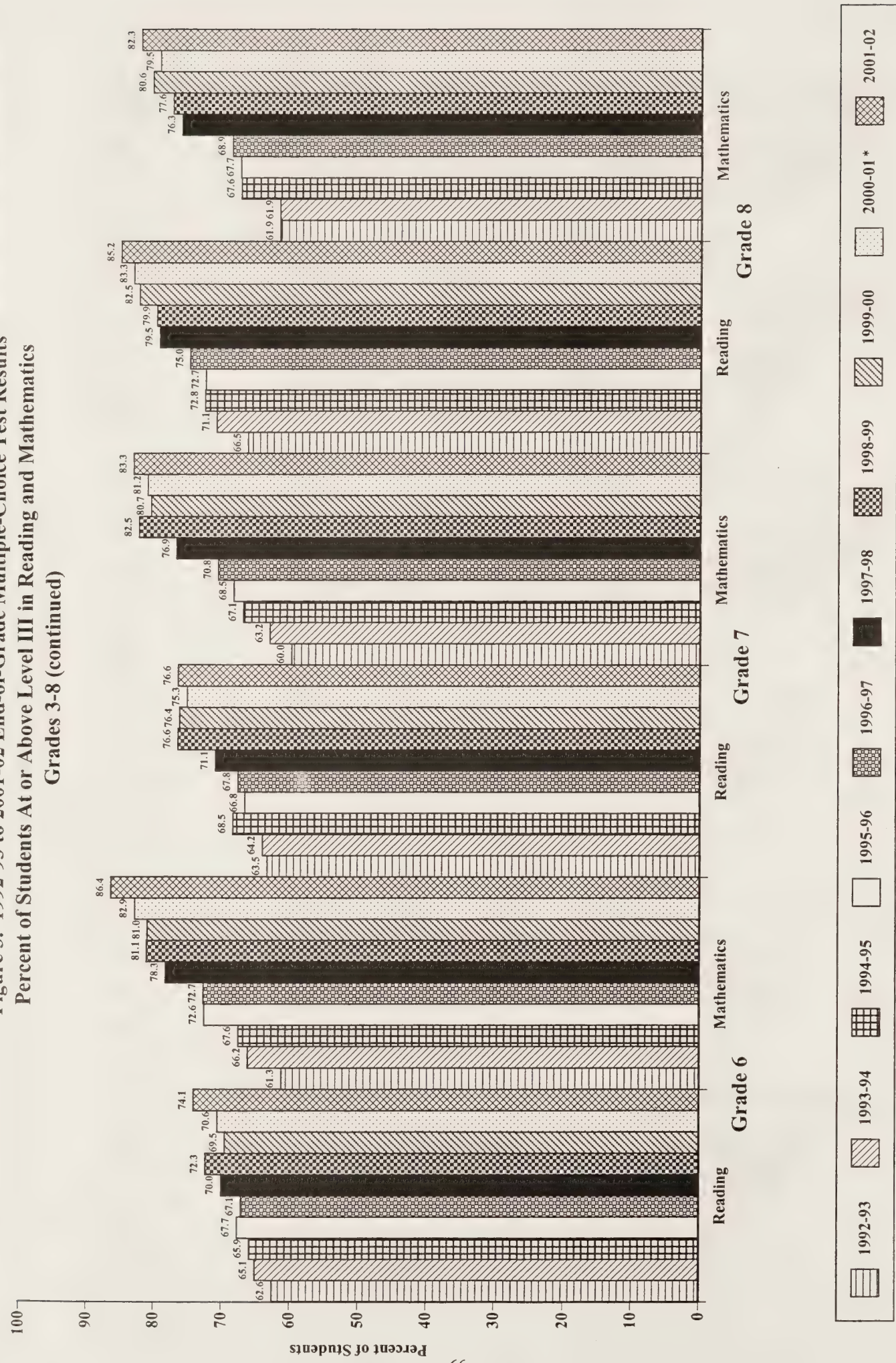
Notes: The state total is the total number of students tested in mathematics.
Data received by LEAs and charter schools after August 16, 2002 are not included in this figure.
Percentages by the DPI in the Statewide Testing Program.

Figure 3. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Reading and Mathematics
Grades 3-8



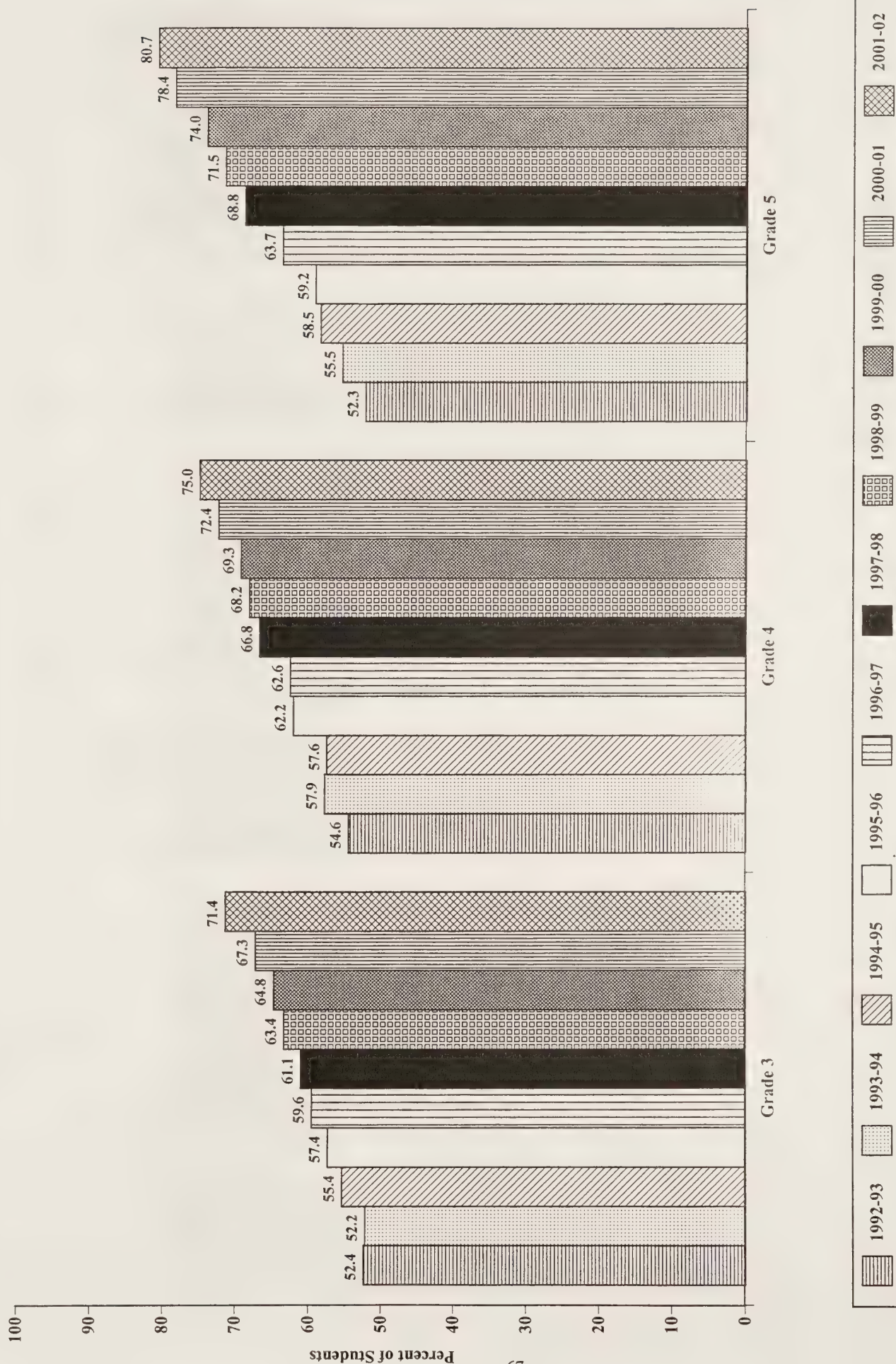
Notes: *The North Carolina mathematics tests measure the competencies in the 1988 North Carolina mathematics curriculum since the 2000-01 school year.
 Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 3. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Reading and Mathematics
Grades 3-8 (continued)



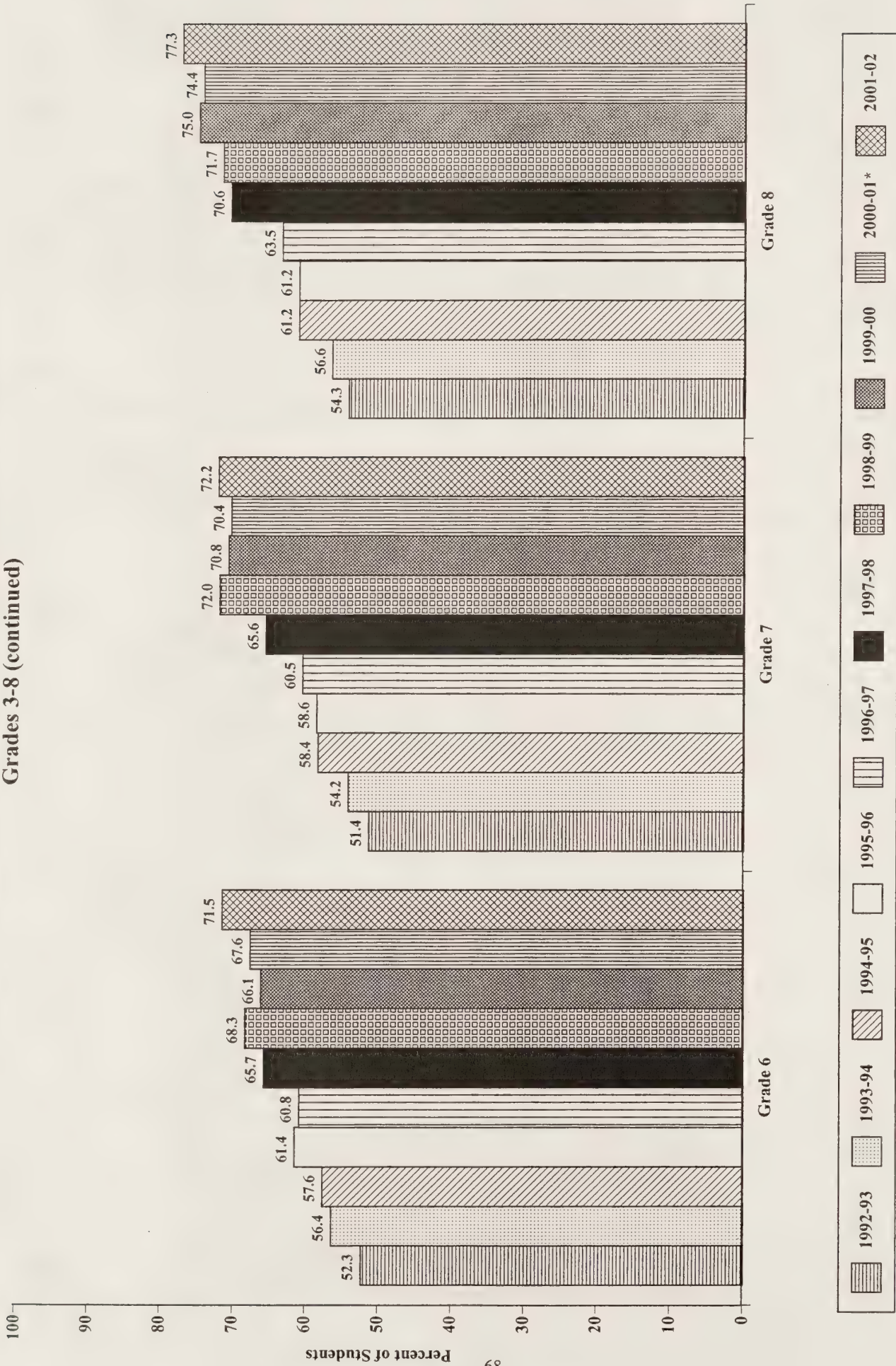
Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum since the 2000-01 school year.
 Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
 Data received from NCDPI on of A...ability...es/Test...

Figure 4. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grades 3-8



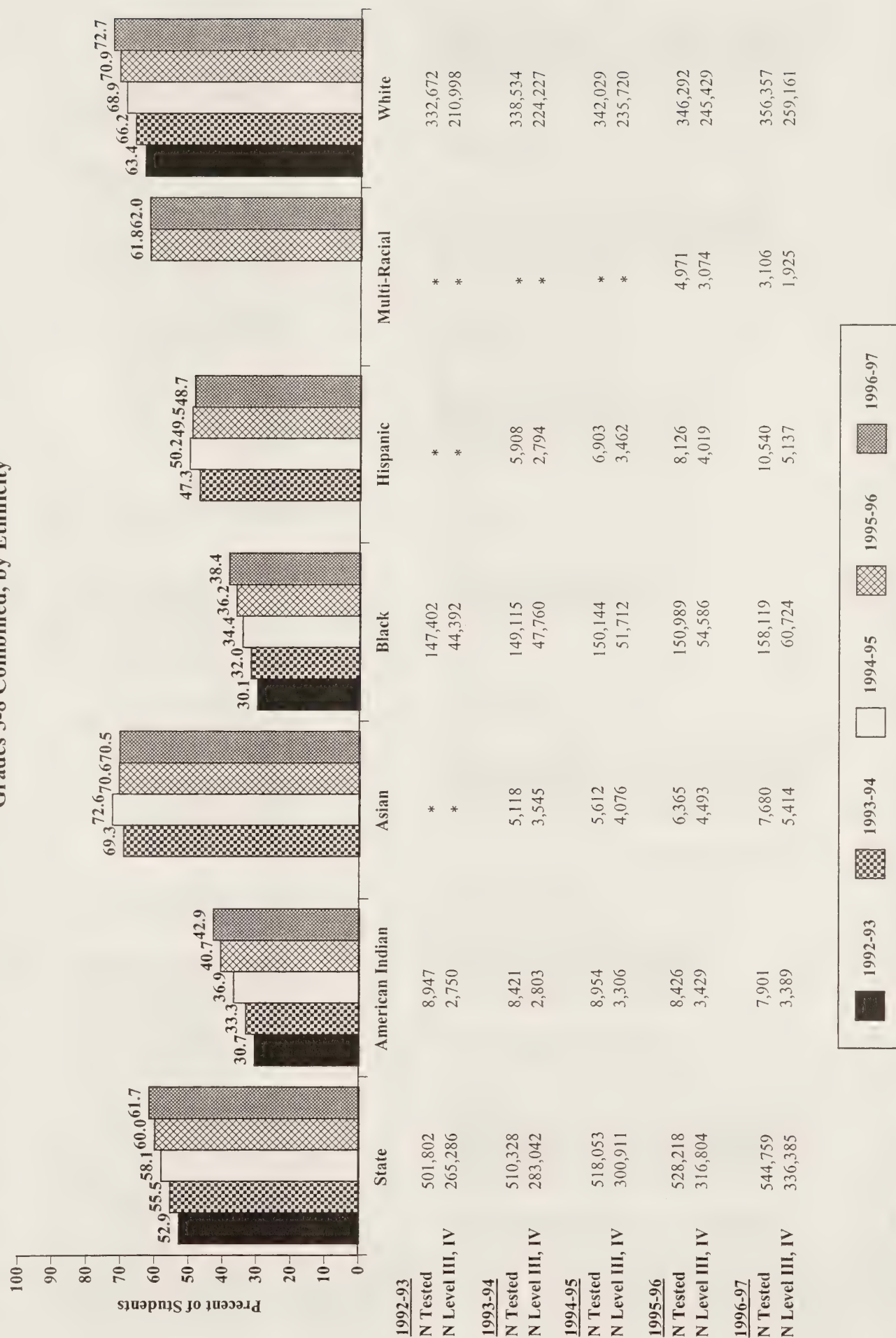
Notes: The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Figure 4. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grades 3-8 (continued)**



Notes: The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments of the NCCATS.
Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

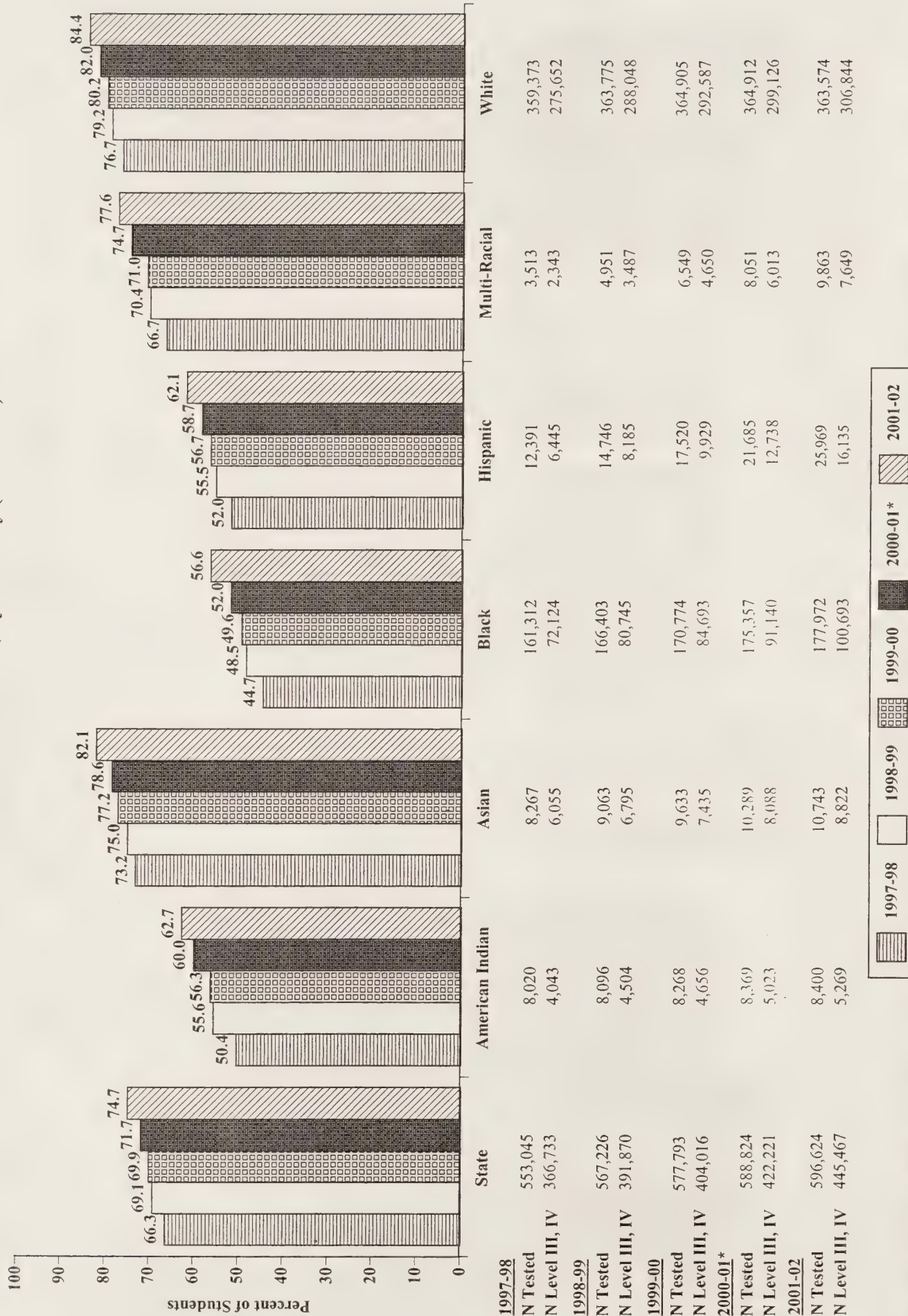
Figure 5. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grades 3-8 Combined, by Ethnicity



Notes: *Results for the Asian and Hispanic categories were not reported in 1992-93. Results for the Multi-Racial categories were not reported in 1992-93, 1993-94, and 1994-95.

**The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
 ***The "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data in both reading and mathematics, therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.
 Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 5. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grades 3-8 Combined, by Ethnicity (continued)



Notes: *Results for the Asian and Hispanic categories were not reported in 1992-93. Results for the Multi-Racial categories were not reported in 1992-93, 1993-94, and 1994-95.

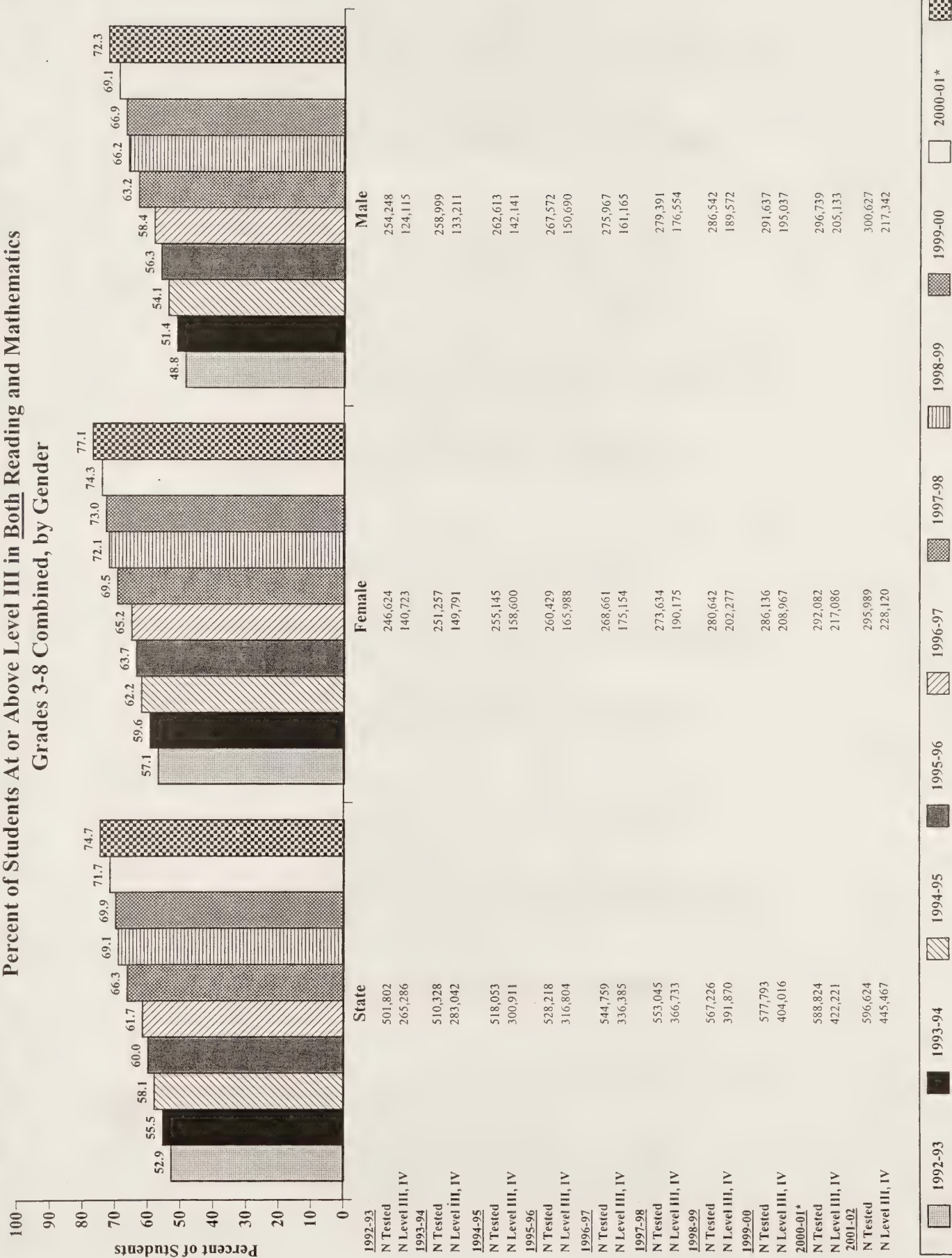
**The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

Data were obtained from the 1997-98, 1998-99, 1999-00, 2000-01, and 2001-02 NCCATS.

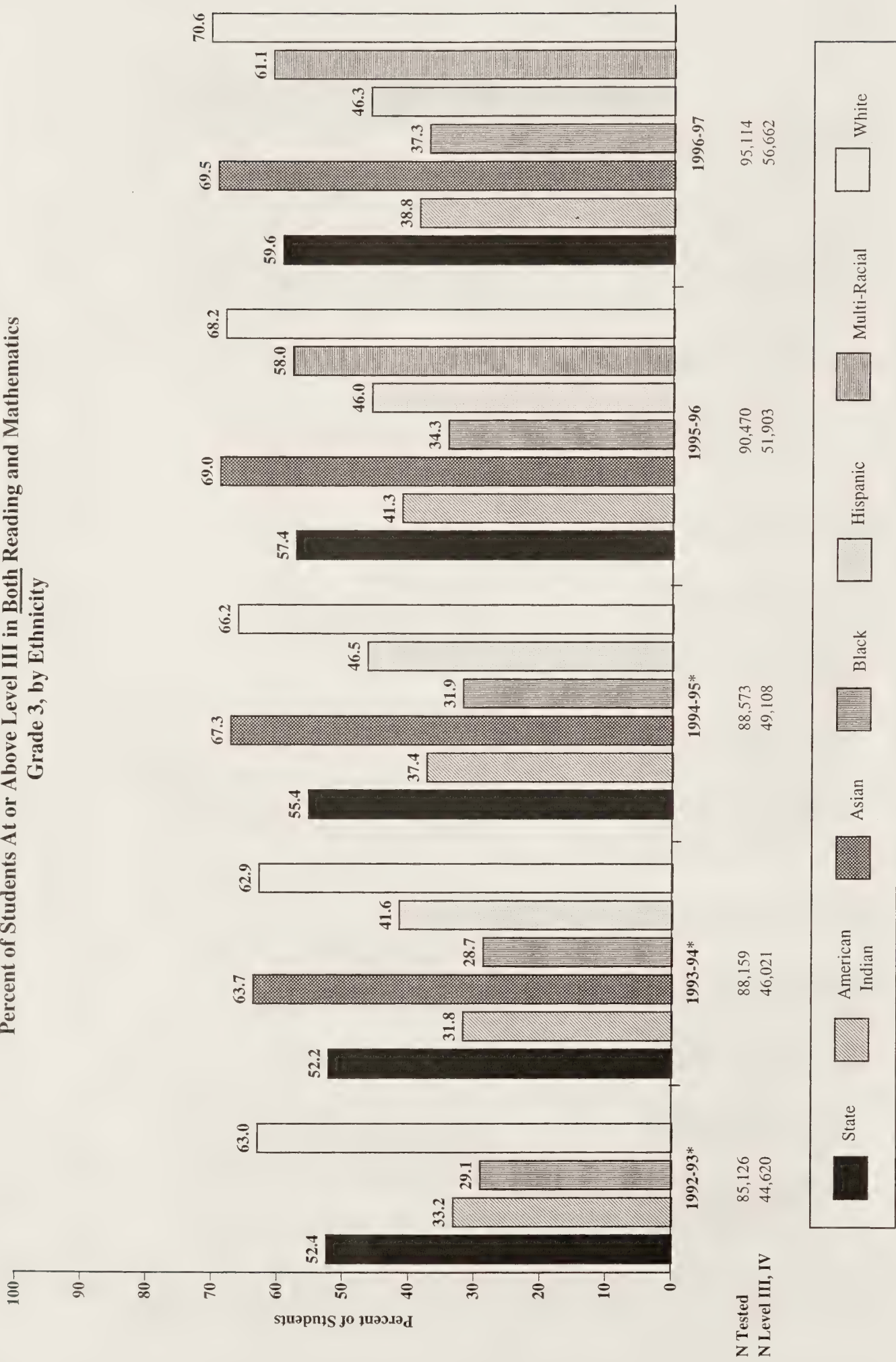
Prepared by the NCCATS Division of Assessment.

**Figure 6. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grades 3-8 Combined, by Gender**



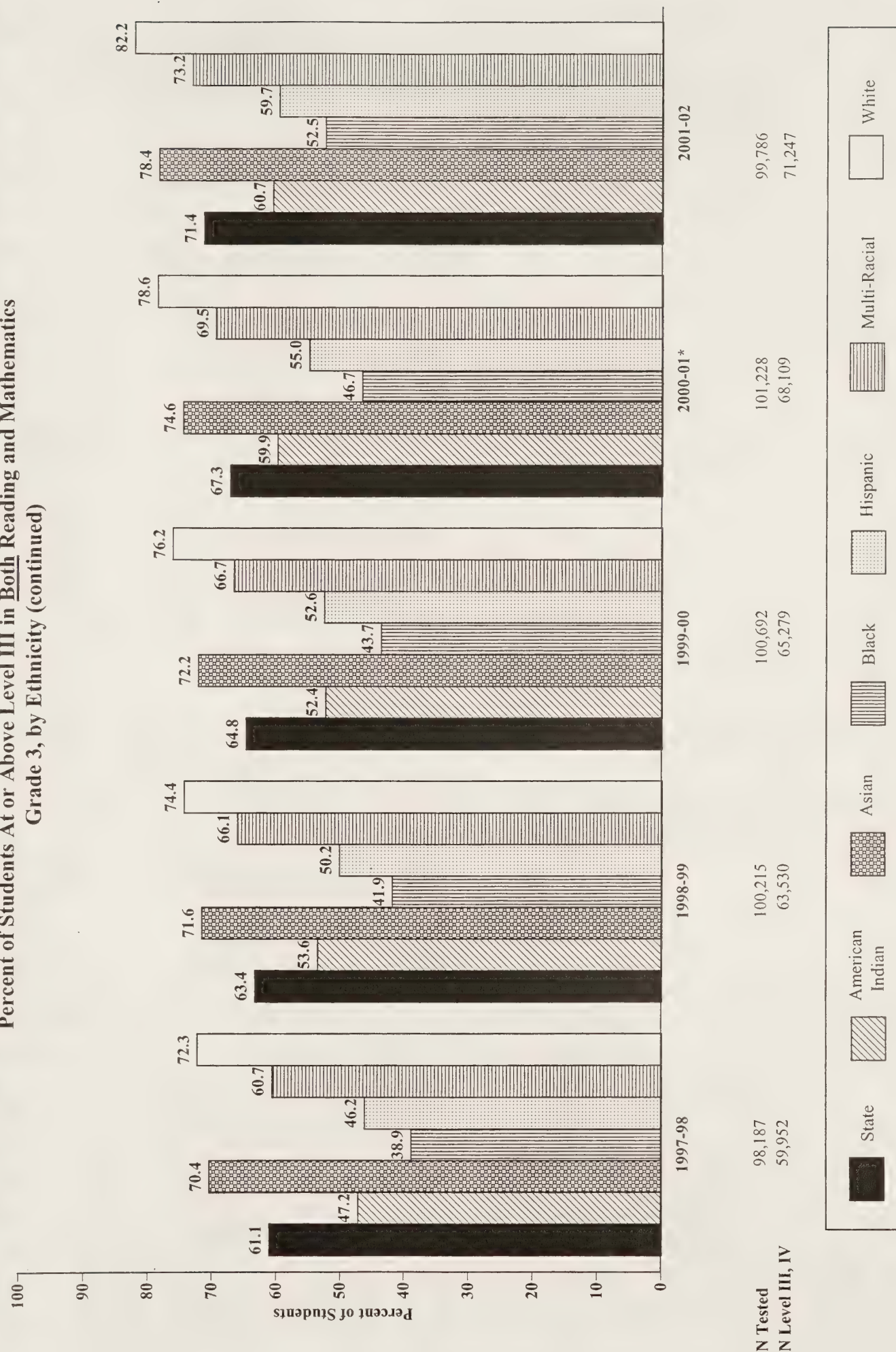
Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.
Data for 1992-93, 1993-94, and 1994-95 have been updated to include data received after previous publication and to correct programming errors that incorrectly classified missing scores.
Data received from LEAs and charter schools after August 16, 2002 are not included in these figures.
Prepared by the NCDPI Division of Accountability Services/Testing Section

Figure 7a. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grade 3, by Ethnicity



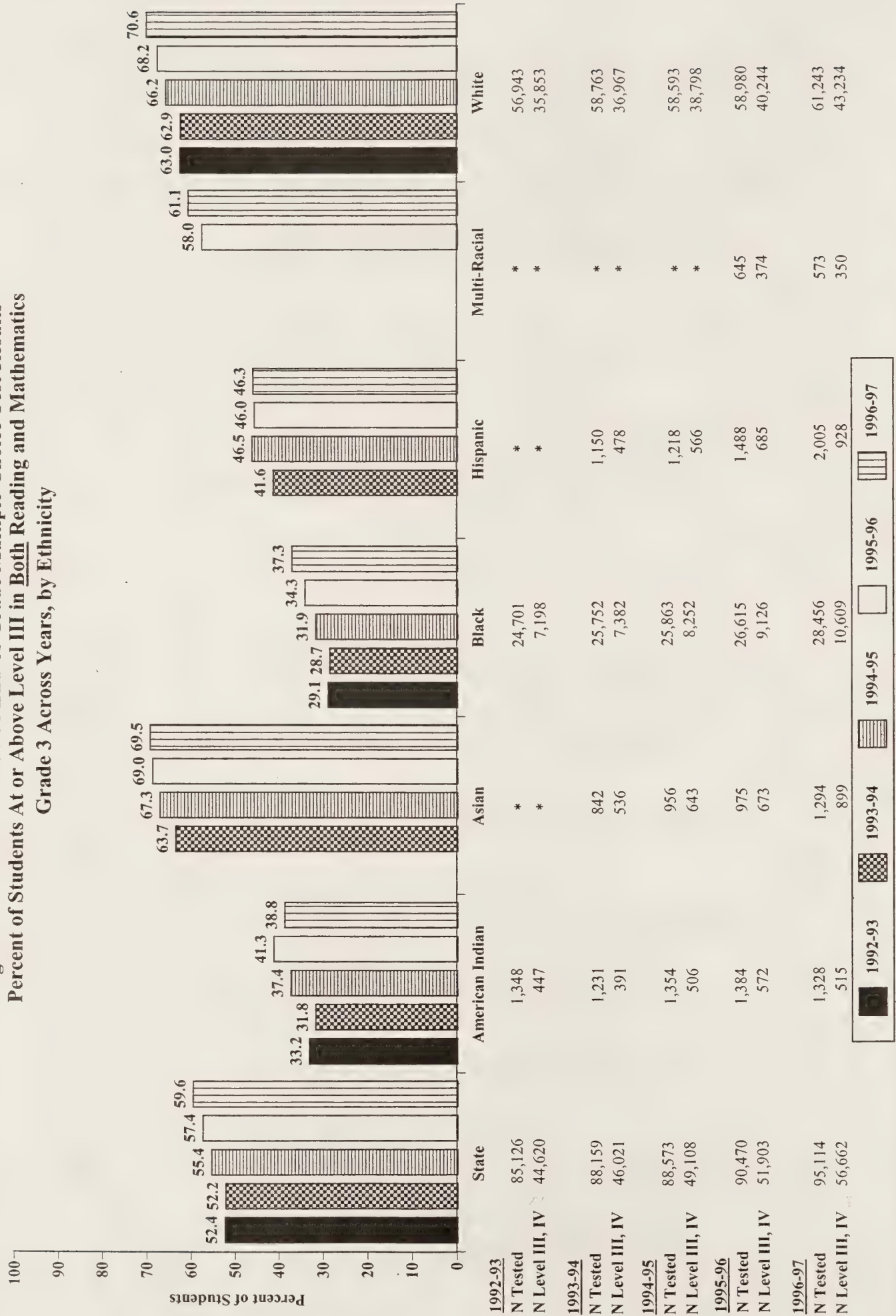
Notes: *Results for the Asian and Hispanic categories were not reported in 1992-93. Results for the Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95. "N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are in the state data only. The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS. Data received from LEAs and charter schools after August 16, 2002 are not included in these figures. Prepared by the NCDPI Division of Accountability Systems Testing.

Figure 7a. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grade 3, by Ethnicity (continued)



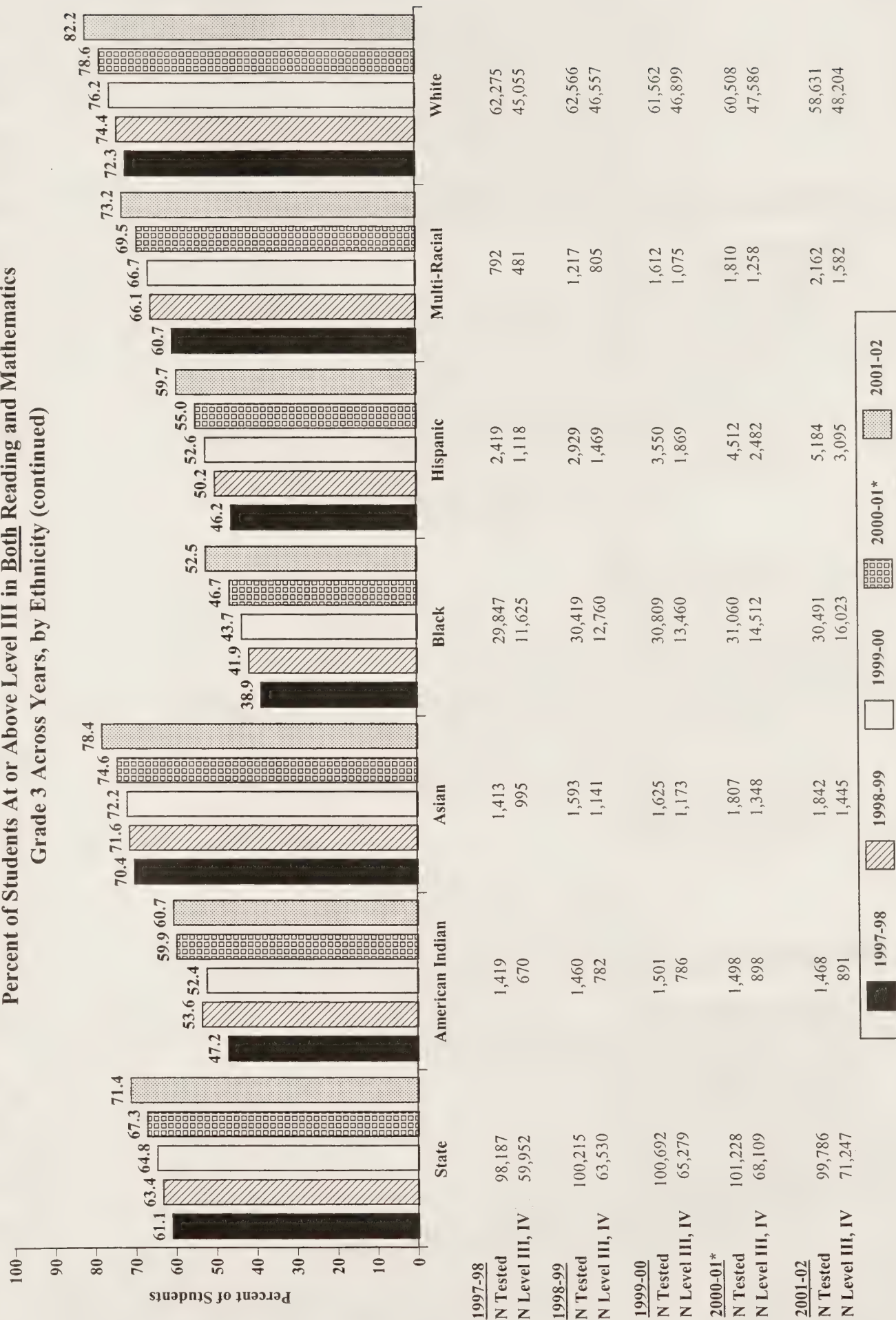
Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
 "N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets; therefore, some students are in the state data only.
 The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments of the NCCATS.
 Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Figure 7b. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grade 3 Across Years, by Ethnicity**



Notes: *Results for the Asian and Hispanic categories were not reported in 1992-93. Results for the Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95. "N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets; therefore, some students are in the state data only. The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments of the NCCATS. Data received from LEAs and charter schools by August 15, 2002 are included in the figures. Data received by the DPI Division of Accountability are included in the figures.

Figure 7b. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grade 3 Across Years, by Ethnicity (continued)



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

"N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are in the state data only.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments of the NCCATS.

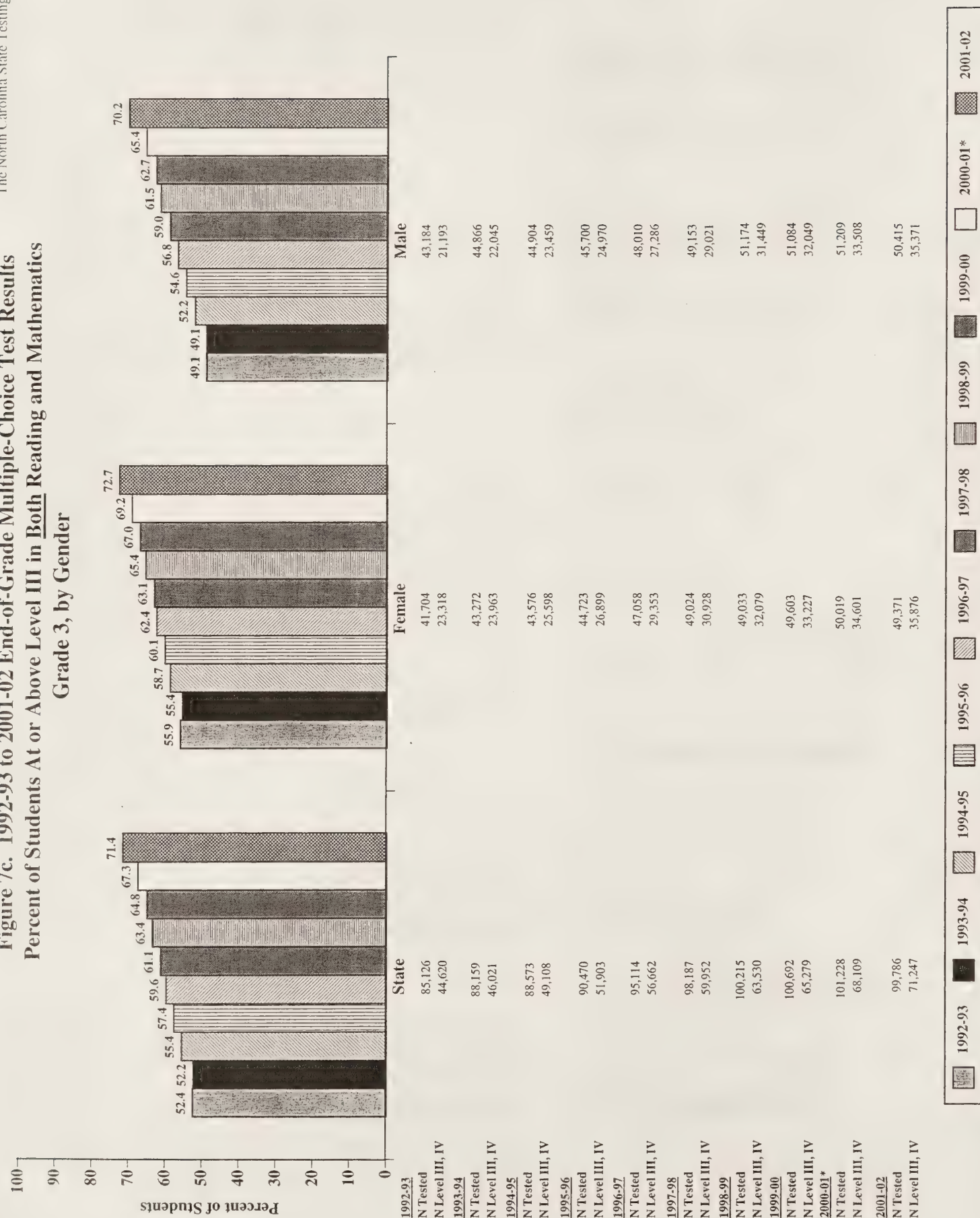
Data for 1992-93, 1993-94, and 1994-95 have been updated to include data received after previous publication and to correct programming errors.

The 1997-98 percent proficient for the white subgroup has been changed to correct a rounding error.

Data for Asian and Hispanic subgroups in 1999-00 have been updated due to the correction of misclassified ethnicity.

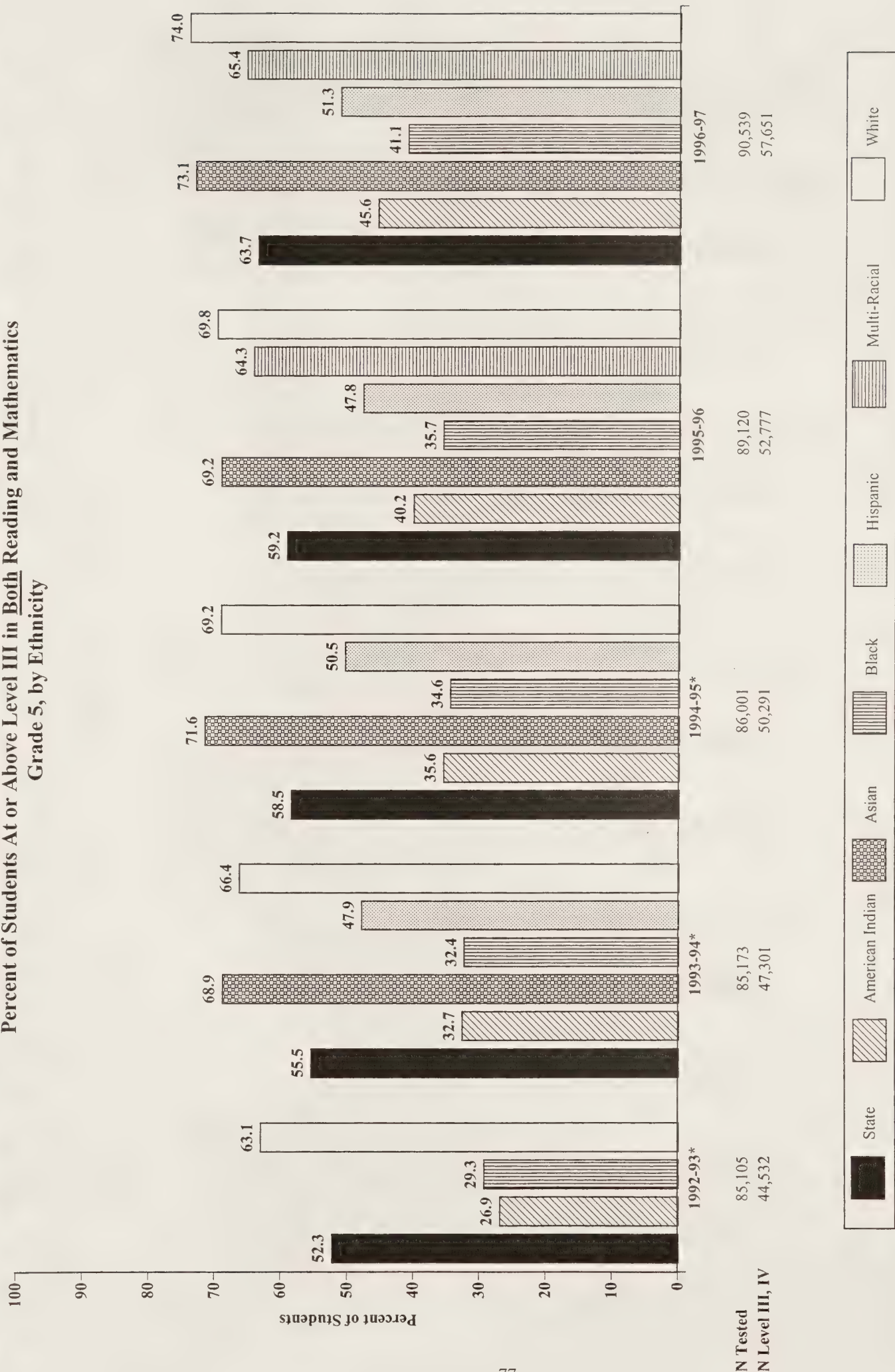
Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.



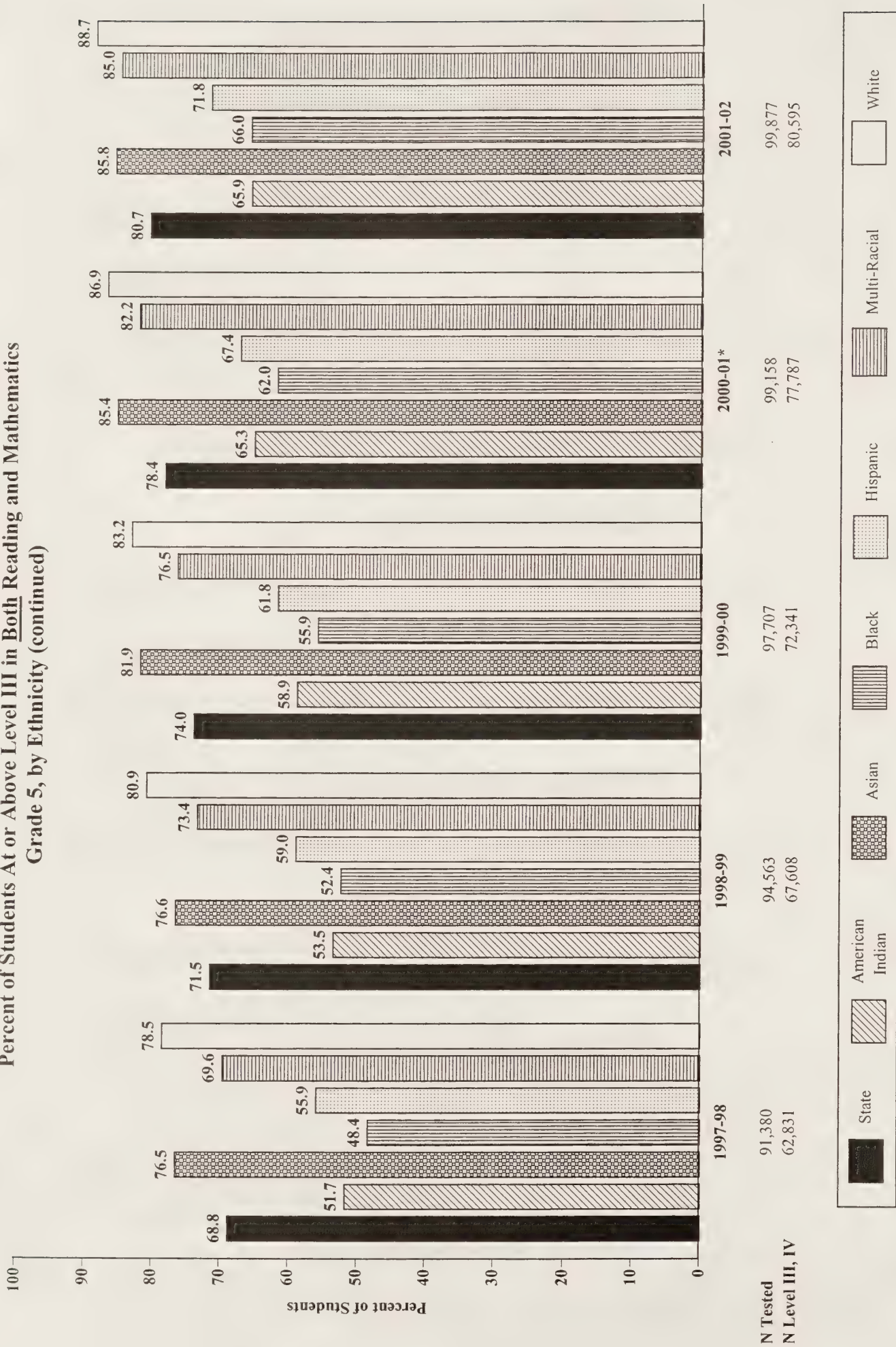
*The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. The "N Tested" and "N Level III, IV" for the gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because gender was not coded on some student answer sheets; therefore, some students are in the state data only. The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students who would score in both reading and mathematics; therefore, the denominator includes students tested only in reading and mathematics or taking mathematics or taking both tests. Data collected from the 1998-99 school year. Percentages are not included for Level 16, 17, and 18 because there were not enough students in this division to calculate percentages. Percentages for the N Level III, IV are not included for the N Level III, IV division.

Figure 8a. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grade 5, by Ethnicity



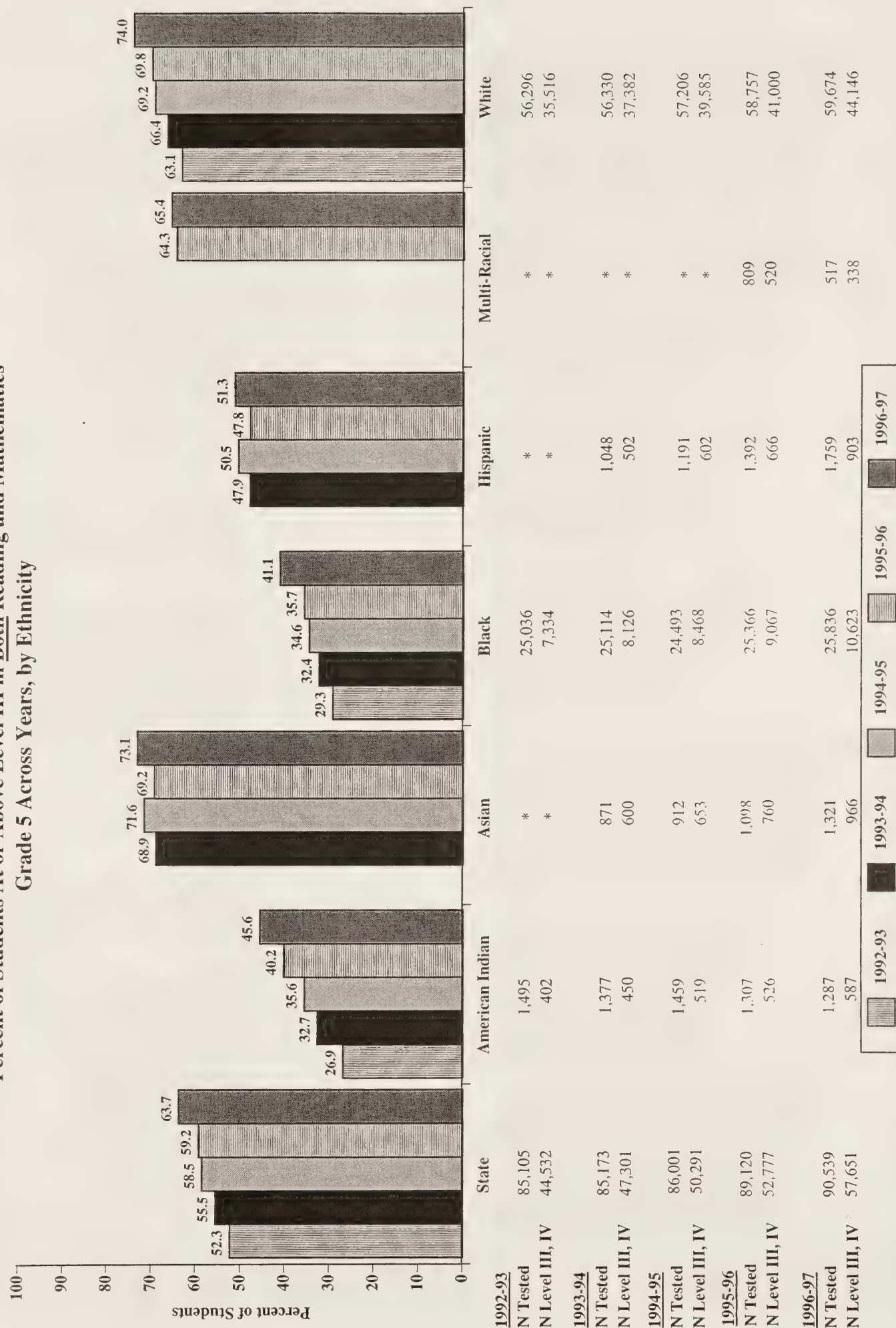
Notes: *Results for the Asian and Hispanic categories were not reported in 1992-93. Results for the Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95.
 **The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
 The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.
 The percent proficient in 2000-01 for Asian subgroup has changed to correct a rounding error.
 Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
 Prepared by the NCDPI Division of Accountability Services/Testing Section

Figure 8a. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grade 5, by Ethnicity (continued)



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments of the NCCATS. The percent proficient in 2000-01 for Asian subgroup has changed to correct a rounding error. Data received from LEAs and charter schools after August 16, 2002 are not included in this figure. Prepared by the NCDPI Division of Accountability Services/Testing Section

**Figure 8b. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grade 5 Across Years, by Ethnicity**

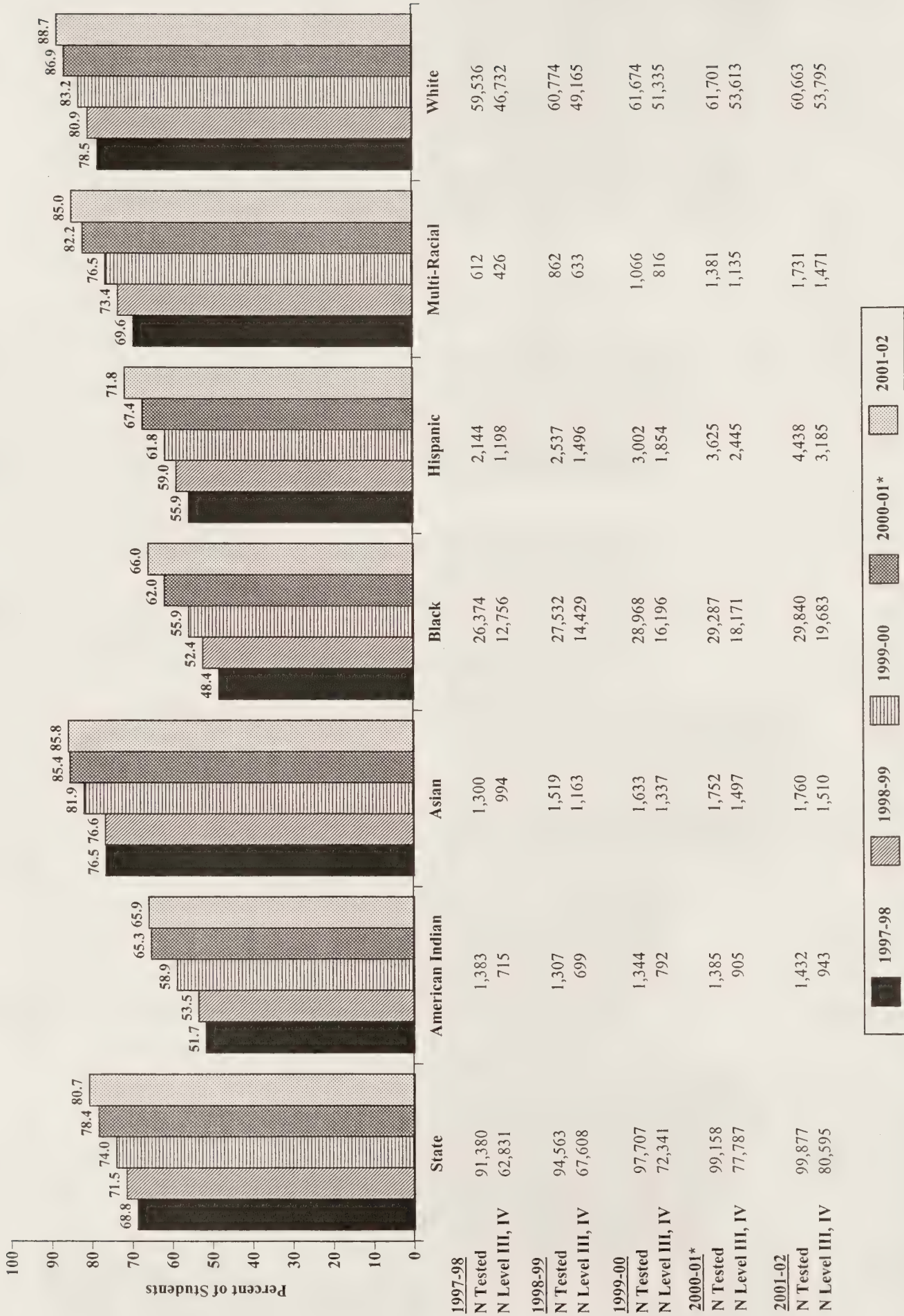


Notes: *Results for the Asian and Hispanic categories were not reported in 1992-93. Results for the Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95.

**The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments of the NCCATS. Data received from LEAs and charter schools after August 16, 2002 are not included in these figures.

Figure 8b. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grade 5 Across Years, by Ethnicity (continued)



Notes: *Results for the Asian and Hispanic categories were not reported in 1992-93. Results for the Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95.

**The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. The "N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are in the state data only.

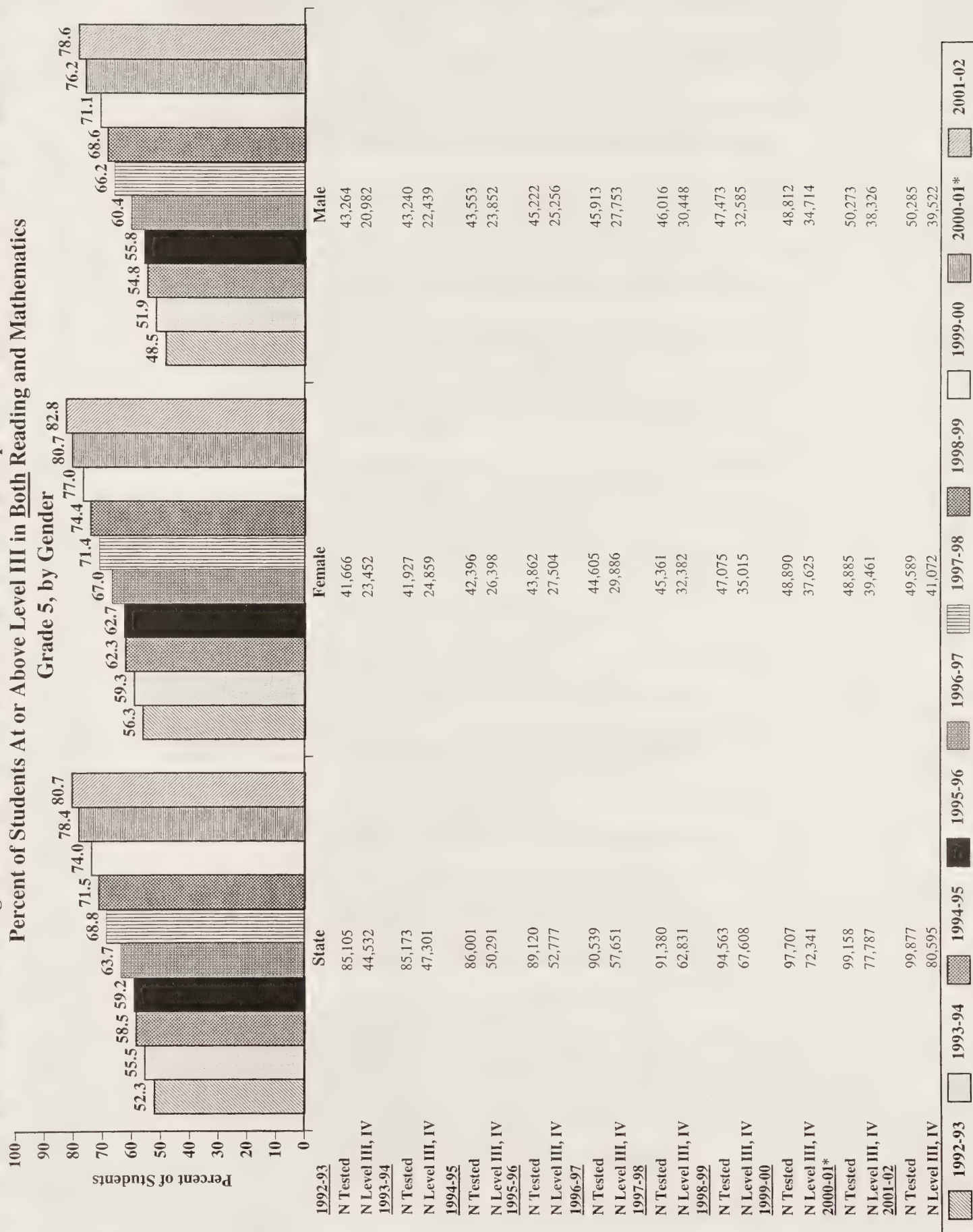
The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores.

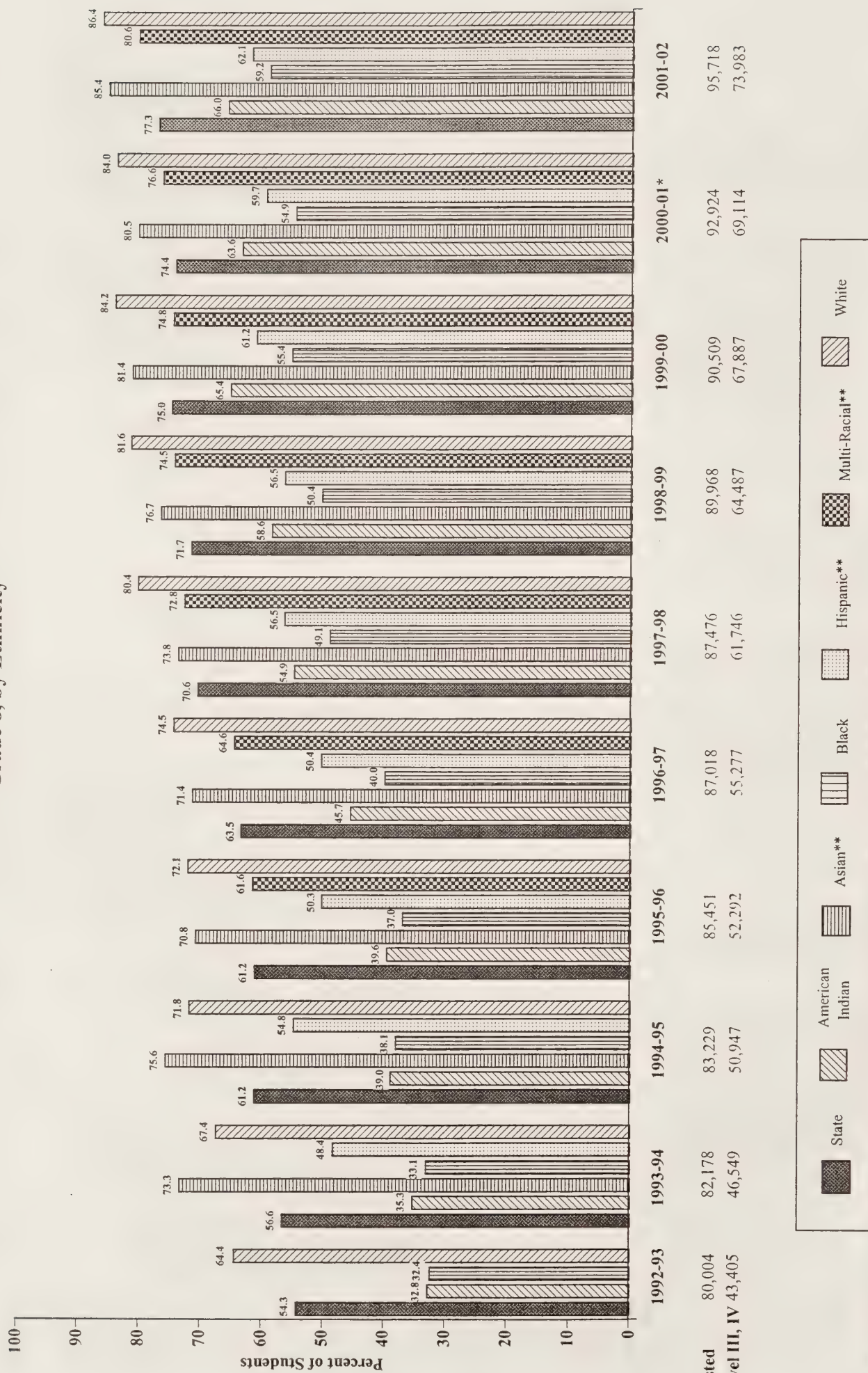
The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores.

Figure 8c: 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grade 5, by Gender



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. "N Tested" and "N Level III, IV" for the gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because gender was not coded on some student answer sheets; therefore, some students are in the state data only. The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS. Data received from LEAs and charter schools after August 16, 2002 are not included in this figure. Prepared by the NCDPI Division of Accountability Services/Testing Section

Figure 9a. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grade 8, by Ethnicity



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
 **Results for the Asian and Hispanic categories were not reported in 1992-93. Results for the Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95.
 The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.
 Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

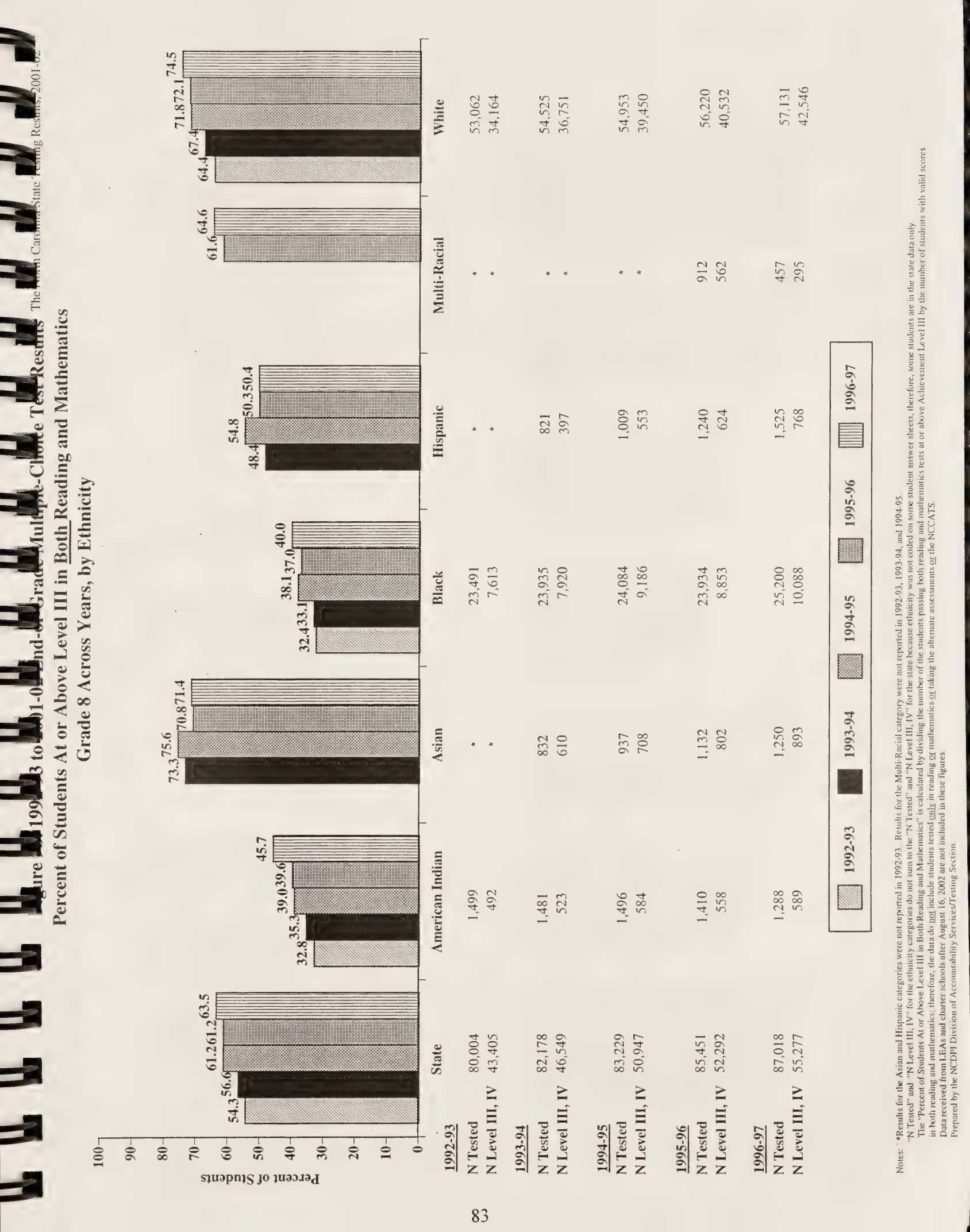
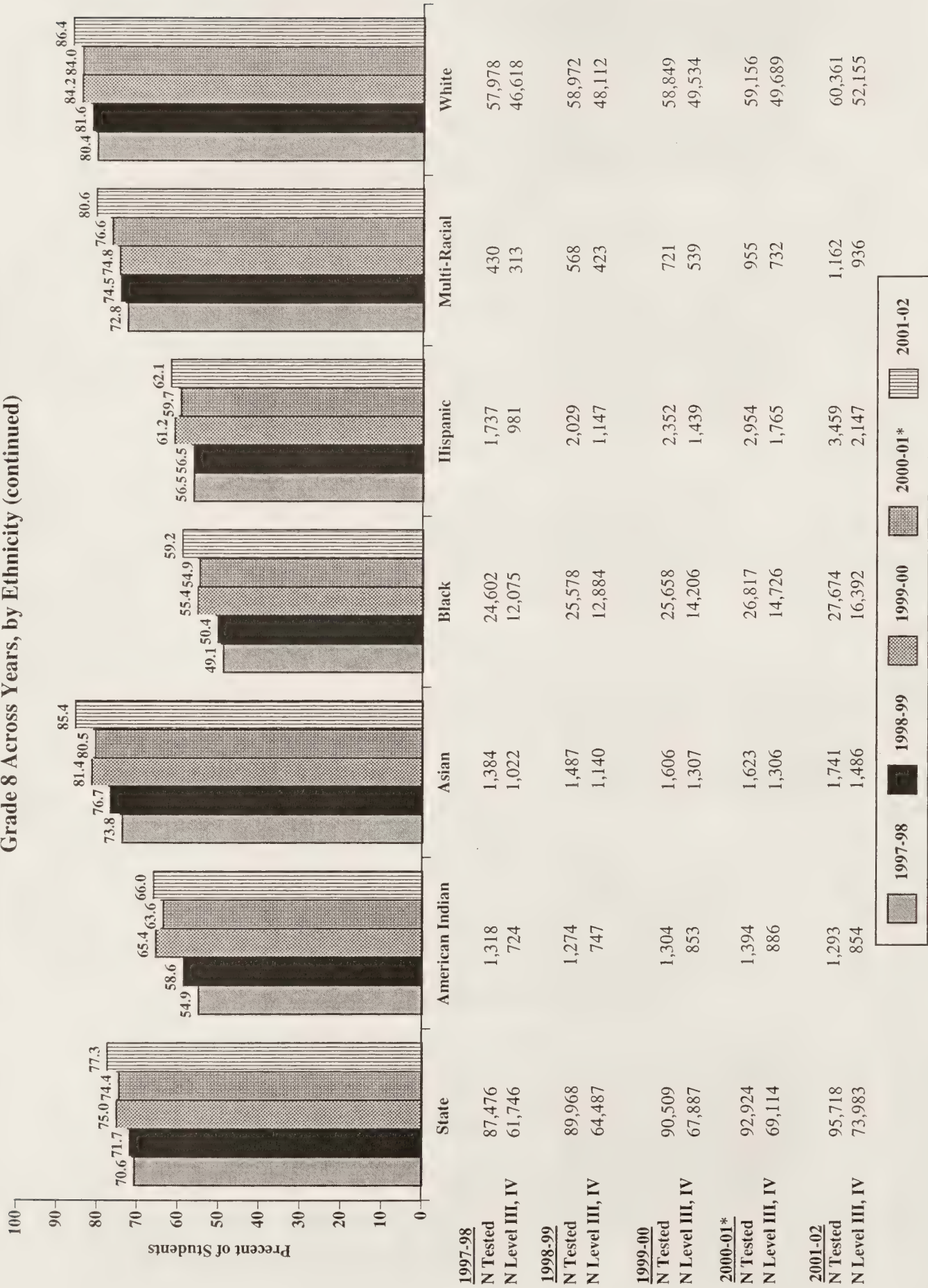
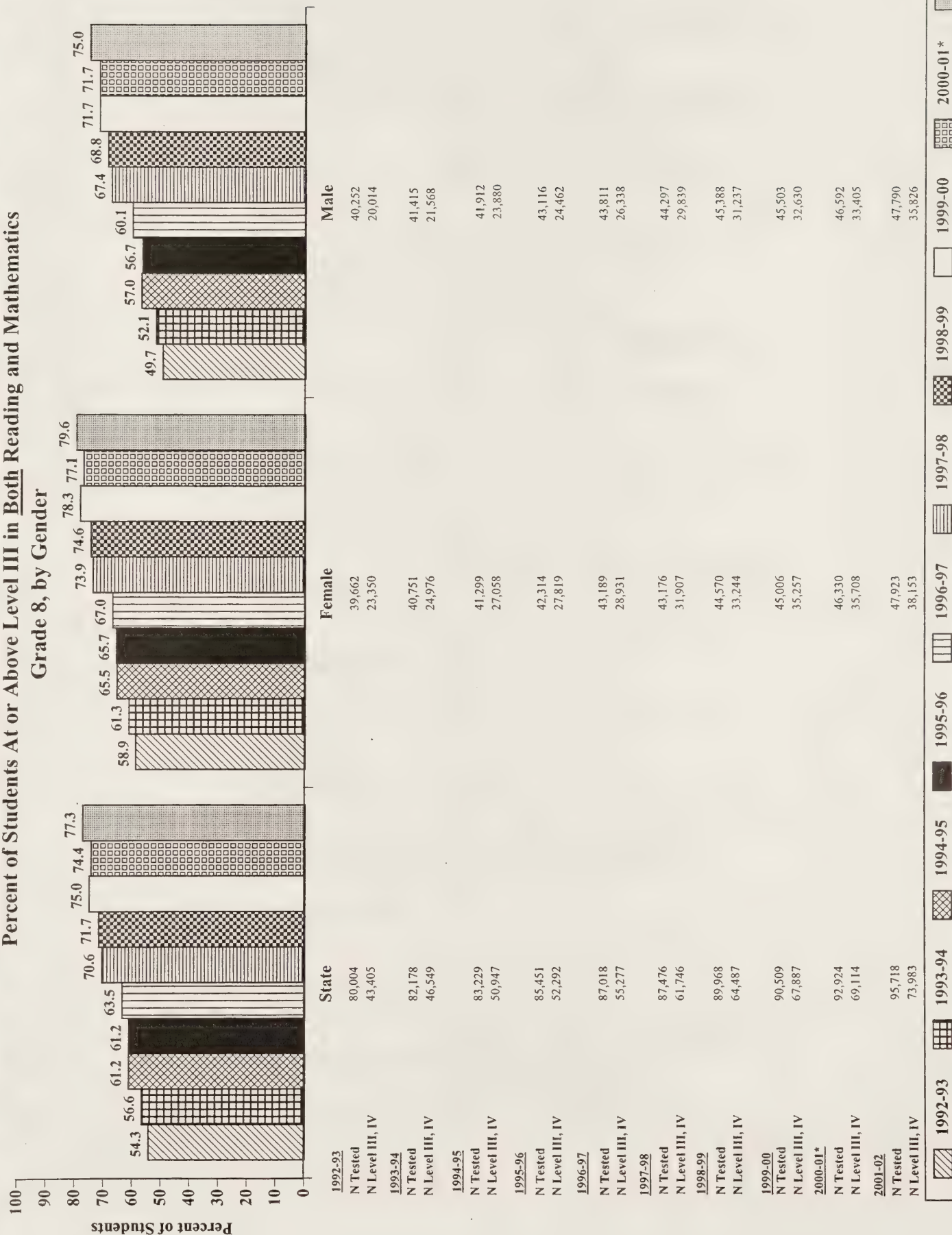


Figure 9b. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grade 8 Across Years, by Ethnicity (continued)



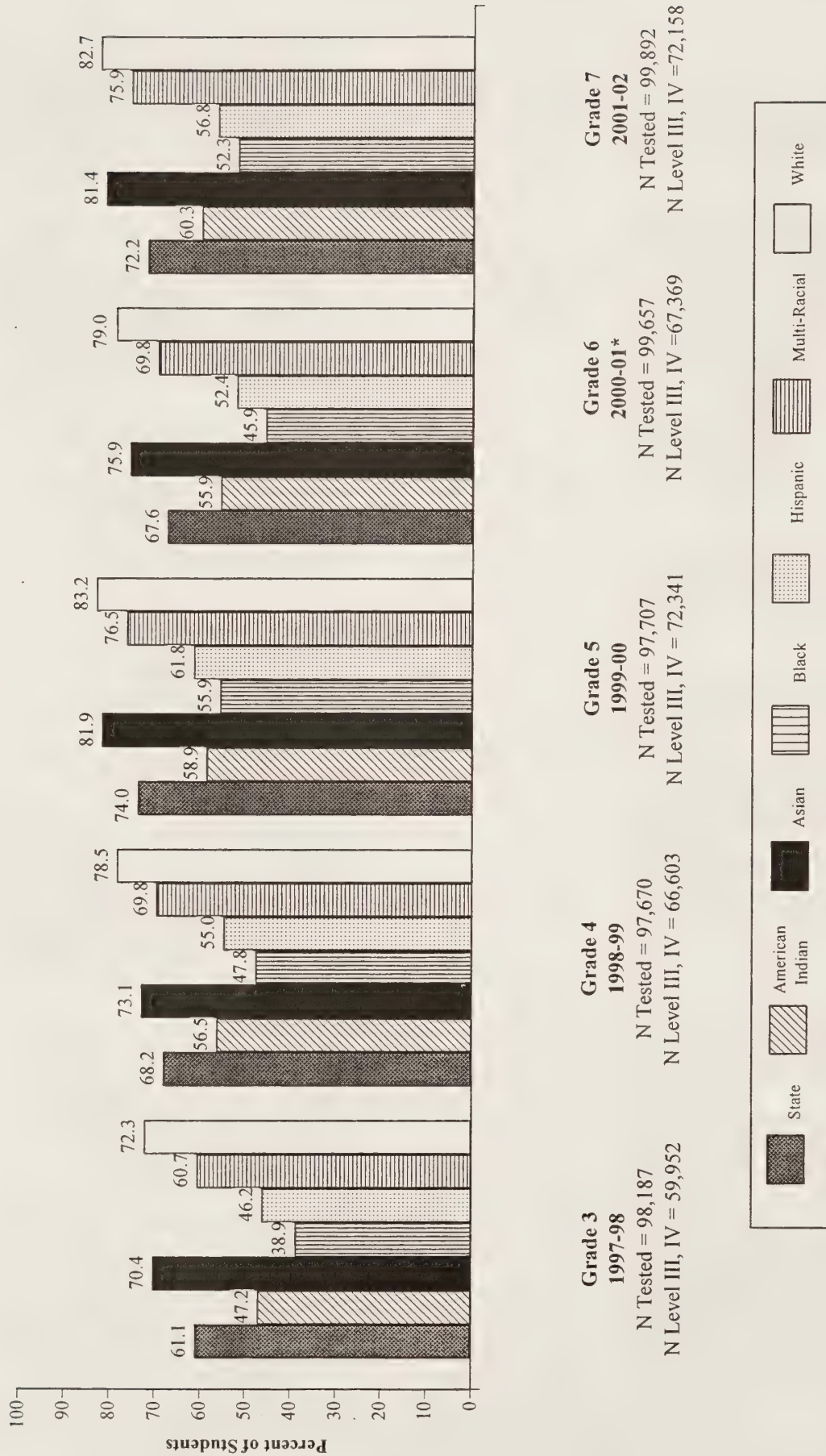
Notes: *Results for the Asian and Hispanic categories were not reported in 1992-93. Results for the Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95. "N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets; therefore, some students are in the state data only. The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments of the NC CATS. Data are from the Division of Public Instruction. Percentages are rounded to the nearest whole number. Percentages are not included in these tables for the years 1992-93, 1993-94, and 1994-95.

Figure 9c. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grade 8, by Gender



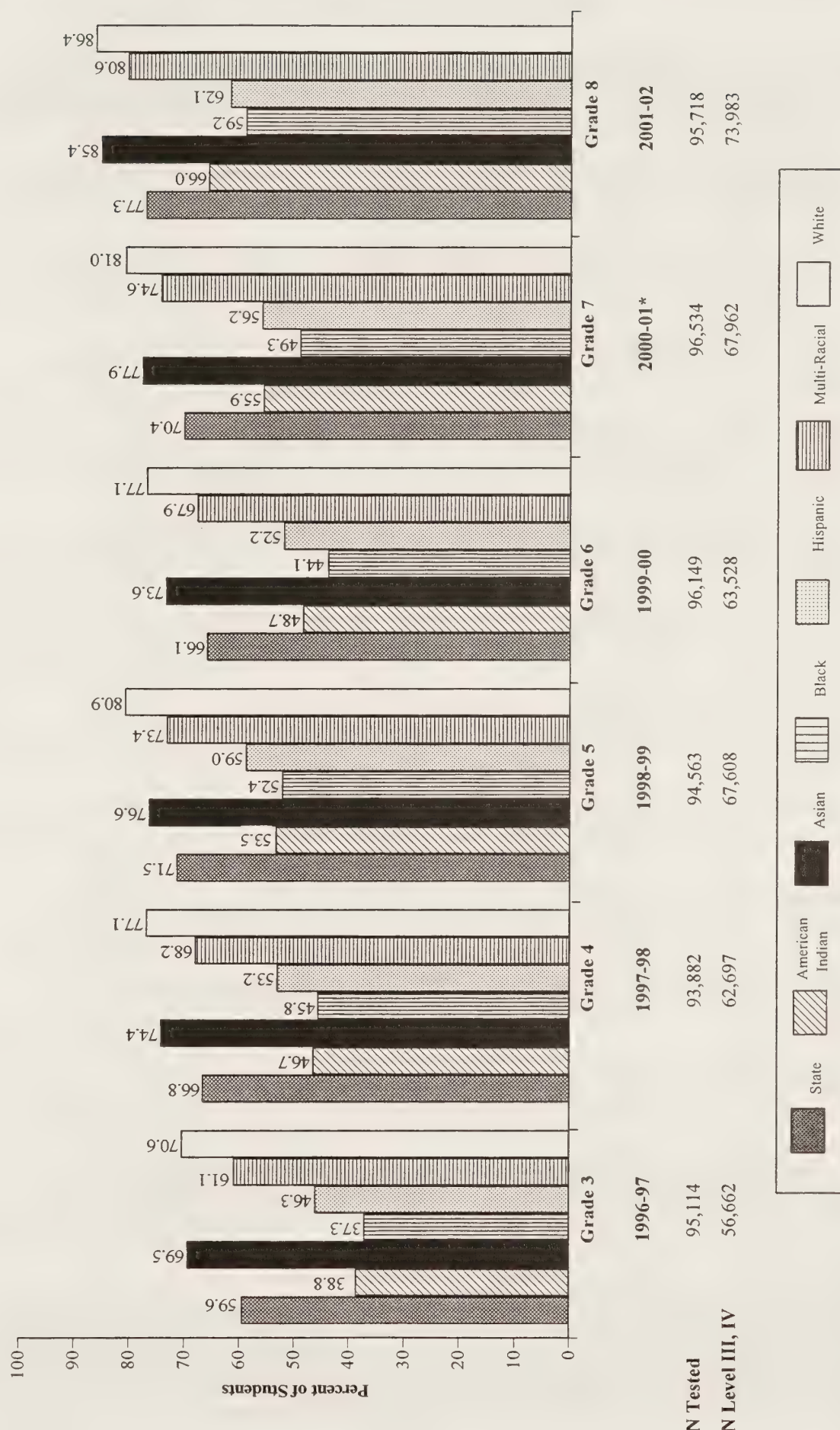
Notes: "N Tested" and "N Level III, IV" for gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because gender was not coded on some student answer sheets, therefore, some students are reported in the state data only.
 The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments of the NCCATS.
 The 1992-93 state "N Level III, IV" has been changed to correct a typographical error in the 2000-01 Green Book.
 Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Figure 10. 1997-98 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Cohort Comparison, Grade 3 to Grade 7**



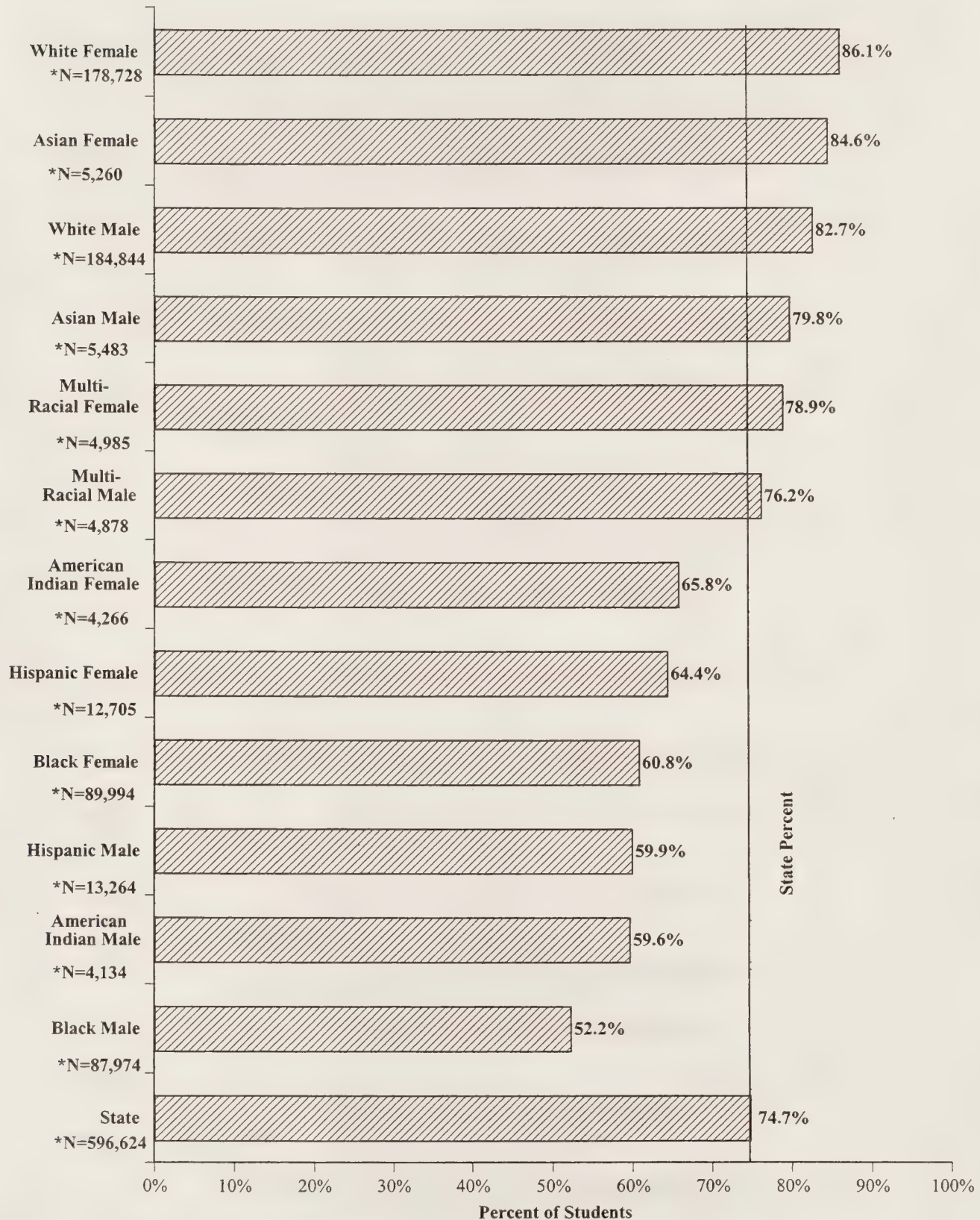
Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum since in the 2000-01 school year. The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessment or the NCCATS. The percent proficient for the 1997-98 grade 3 Black subgroup has changed to correct a rounding error. Data received from LEAs and charter schools after August 16, 2002 are not included in this report. Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 11. 1996-97 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Cohort Comparison, Grade 3 to Grade 8



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS. Data received from LEAs and charter schools after August 16, 2002 are not included in this report. Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 12. 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grades 3-8, by Gender and Ethnicity



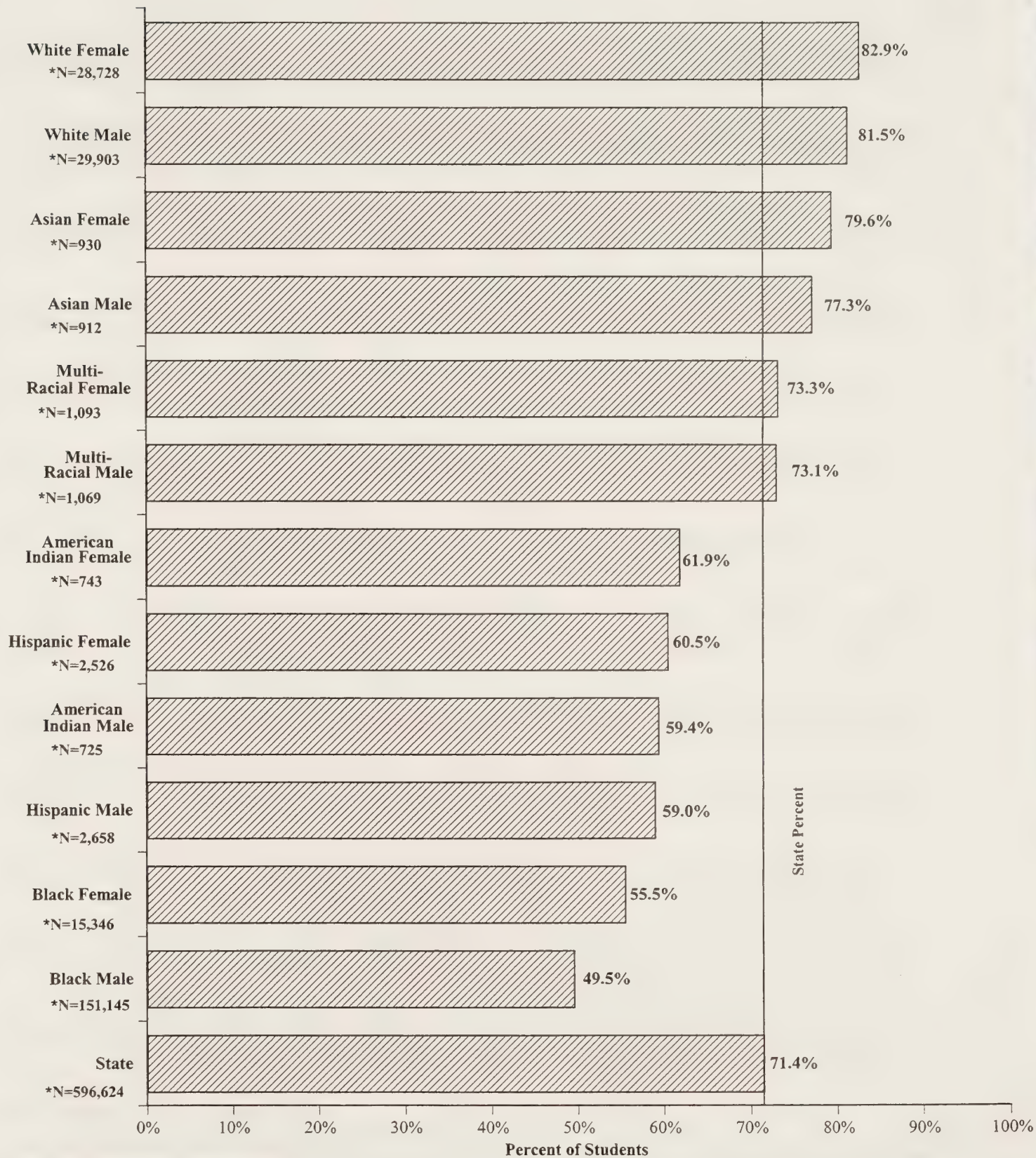
Notes: *N counts equal the number of students tested.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessment or the NCCATS.

Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 13. 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grade 3, by Gender and Ethnicity



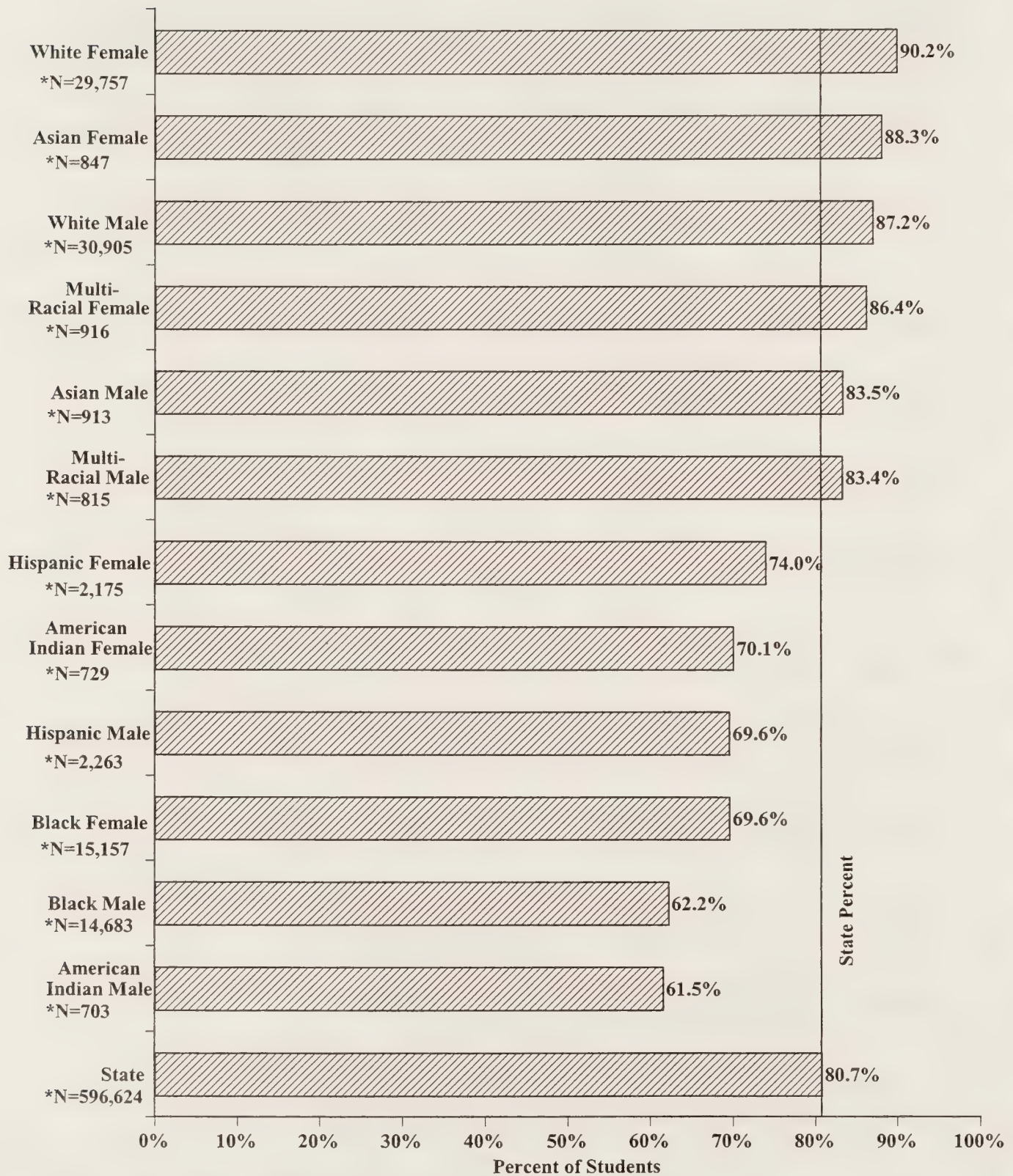
Notes: *N counts equal the number of students tested.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessment or the NCCATS.

Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 14. 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grade 5, by Gender and Ethnicity



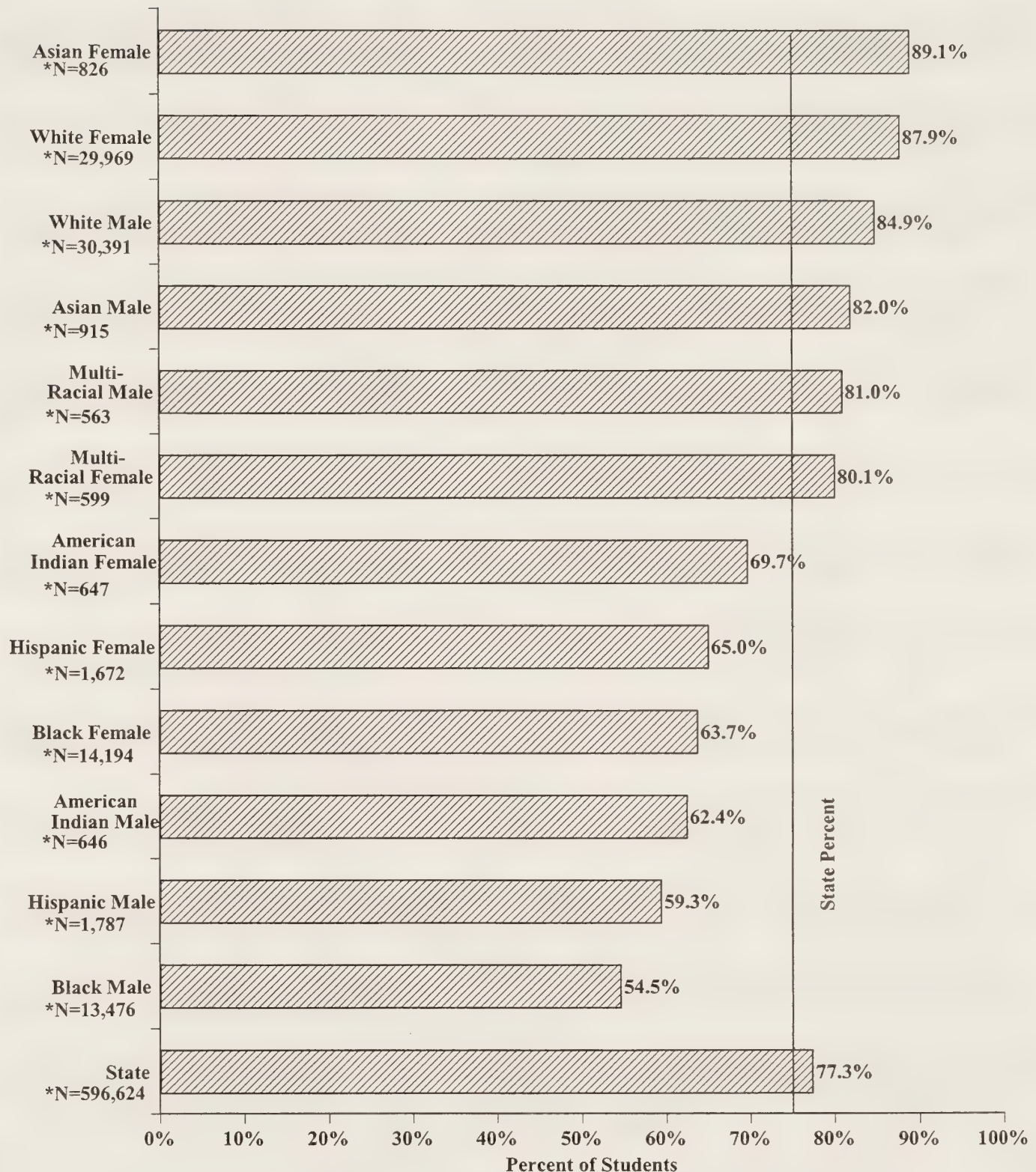
Notes: *N counts equal the number of students tested.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessment or the NCCATS.

Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 15. 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grade 8, by Gender and Ethnicity



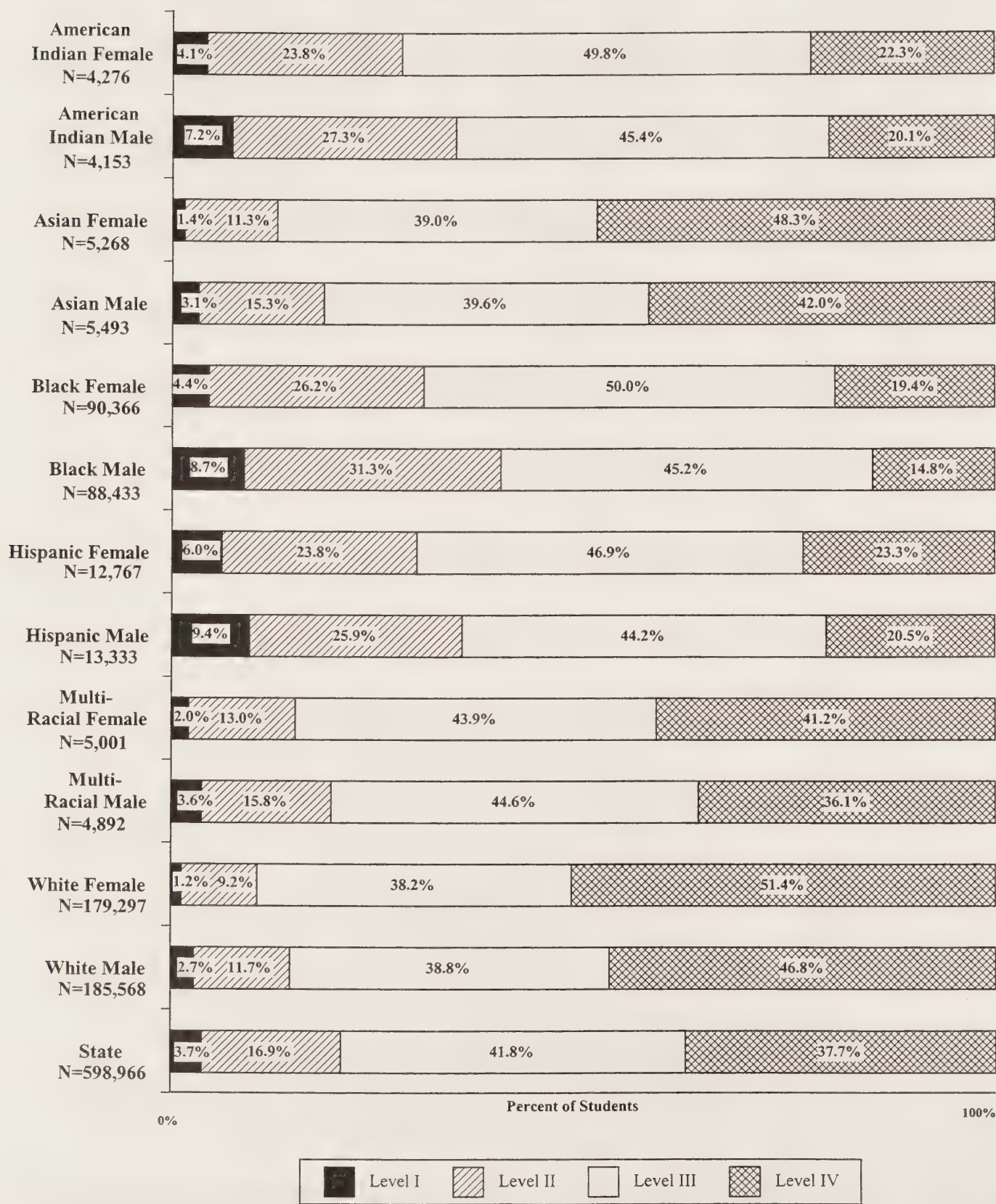
Notes: *N counts equal the number of students tested.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessment or the NCCATS.

Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 16. 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading
Grades 3-8 Combined, by Gender and Ethnicity

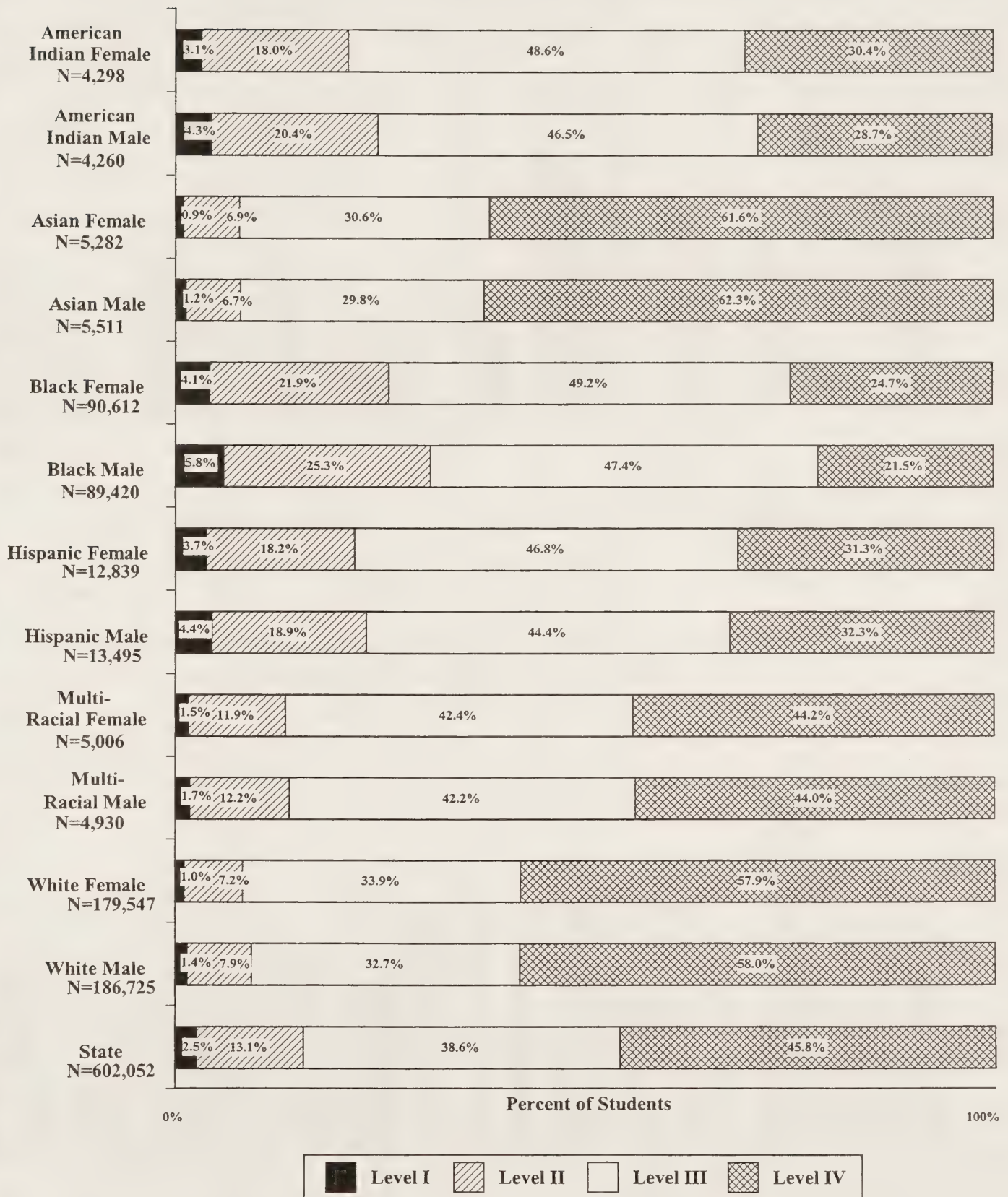


Notes: Achievement levels for each gender/ethnic category may not add to 100% due to rounding.

Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 17. 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics*
Grades 3-8 Combined, by Gender and Ethnicity



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. Achievement levels for each gender/ethnic category may not add to 100% due to rounding.
 Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 18. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Gains in Mean Scale Scores - Reading
Grades 3-8

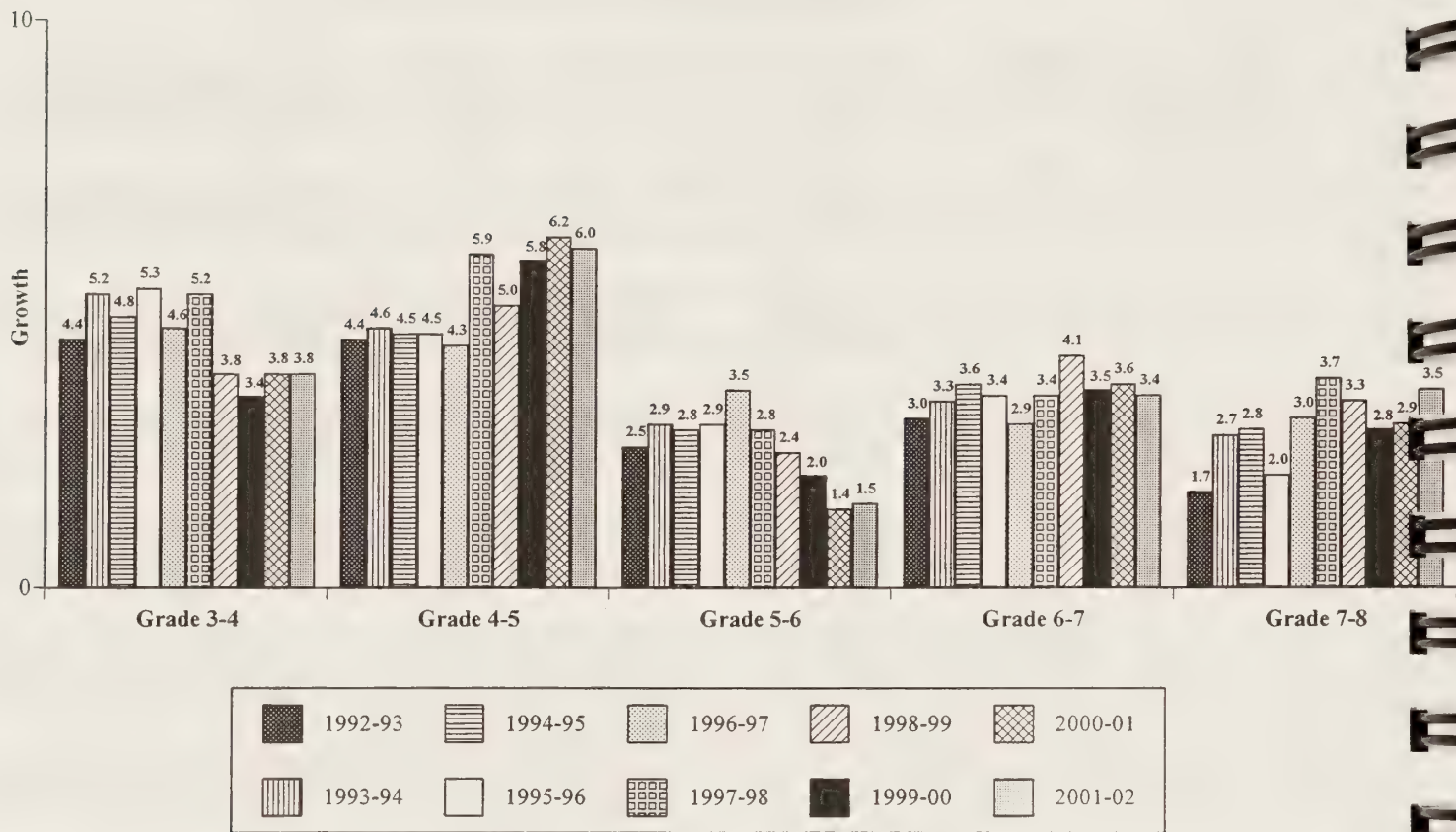
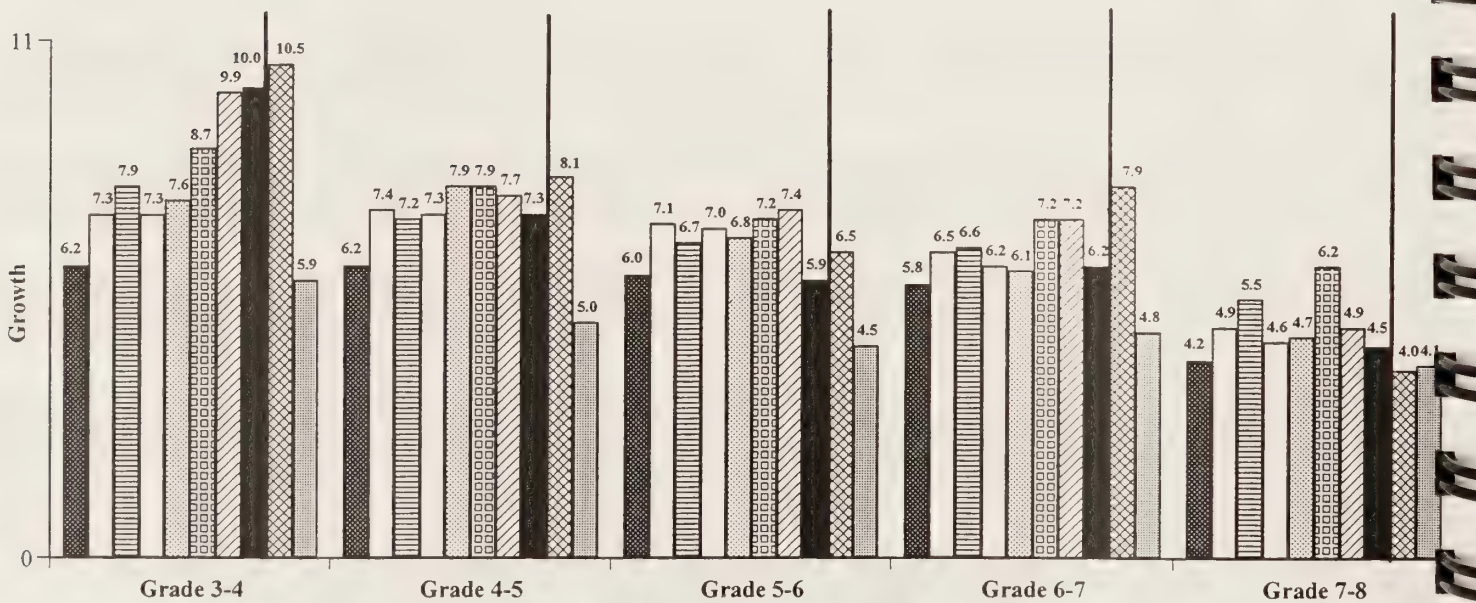


Figure 19. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Gains in Mean Scale Scores - Mathematics
Grades 3-8



Notes: The bold vertical lines between the years indicates that the mathematics scale score ranges changed. Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208. Beginning in 2000-01, the end-of-grade mathematics scale score range is 218-310. Data received from LEAs and charter schools after August 16, 2002 are not included in this report. Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 9. 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students by Achievement Level
by Grade and Ethnicity

| | Grade | American Indian | | Asian | | Black | | Hispanic | | Multi-Racial | | White | |
|---------------------------------|-------|-----------------|------|-------|------|-------|------|----------|------|--------------|------|-------|------|
| | | R* | M* | R | M | R | M | R | M | R | M | R | M |
| | | | | | | | | | | | | | |
| Achievement Level I | 3 | 7.2 | 4.9 | 2.2 | 1.1 | 7.0 | 6.5 | 7.8 | 4.0 | 3.1 | 1.9 | 2.4 | 1.5 |
| | 4 | 7.7 | 1.8 | 2.9 | 0.3 | 8.4 | 1.8 | 8.3 | 1.2 | 4.6 | 0.5 | 2.6 | 0.4 |
| | 5 | 4.8 | 4.1 | 2.2 | 0.7 | 5.0 | 3.5 | 5.1 | 2.7 | 1.1 | 1.1 | 1.4 | 0.8 |
| | 6 | 6.2 | 3.3 | 2.5 | 1.3 | 7.2 | 4.5 | 9.1 | 4.2 | 2.8 | 1.7 | 2.3 | 1.0 |
| | 7 | 5.3 | 2.9 | 2.2 | 1.1 | 7.7 | 5.4 | 10.7 | 5.6 | 3.1 | 1.8 | 2.3 | 1.3 |
| | 8 | 2.5 | 5.5 | 1.5 | 2.0 | 3.6 | 8.4 | 5.1 | 7.8 | 1.0 | 3.0 | 0.9 | 2.2 |
| Achievement Level II | 3 | 21.2 | 27.1 | 14.2 | 12.9 | 25.9 | 33.8 | 23.6 | 25.6 | 14.8 | 18.9 | 10.1 | 11.6 |
| | 4 | 24.7 | 14.5 | 13.0 | 5.0 | 30.1 | 19.1 | 24.8 | 13.0 | 15.0 | 8.3 | 11.8 | 5.5 |
| | 5 | 24.5 | 17.2 | 10.5 | 5.0 | 22.3 | 18.1 | 19.2 | 13.8 | 9.4 | 8.2 | 7.5 | 5.5 |
| | 6 | 31.8 | 17.4 | 17.6 | 5.3 | 36.5 | 21.2 | 31.6 | 17.0 | 19.9 | 10.5 | 14.0 | 6.3 |
| | 7 | 28.9 | 20.2 | 14.7 | 6.0 | 33.1 | 25.4 | 27.0 | 21.4 | 17.4 | 11.5 | 12.0 | 8.2 |
| | 8 | 22.0 | 18.5 | 10.0 | 6.2 | 23.9 | 24.0 | 23.8 | 20.8 | 9.3 | 13.7 | 7.2 | 8.3 |
| Achievement Level III | 3 | 44.1 | 48.0 | 35.7 | 40.9 | 45.8 | 46.6 | 44.7 | 49.9 | 40.7 | 46.8 | 34.5 | 40.5 |
| | 4 | 50.1 | 56.6 | 43.2 | 35.5 | 48.0 | 58.3 | 49.6 | 53.9 | 48.1 | 48.1 | 42.5 | 39.0 |
| | 5 | 50.7 | 44.7 | 41.2 | 26.8 | 53.3 | 47.2 | 50.6 | 41.7 | 47.5 | 36.7 | 39.6 | 28.9 |
| | 6 | 44.4 | 48.6 | 36.9 | 26.9 | 42.2 | 50.8 | 40.3 | 46.6 | 41.1 | 42.0 | 38.2 | 33.1 |
| | 7 | 43.8 | 42.6 | 37.8 | 25.8 | 42.1 | 42.3 | 39.4 | 38.3 | 38.3 | 37.1 | 36.6 | 27.1 |
| | 8 | 52.9 | 44.1 | 41.2 | 24.6 | 54.9 | 44.2 | 47.9 | 39.4 | 50.3 | 39.1 | 39.6 | 31.6 |
| Achievement Level IV | 3 | 27.5 | 20.0 | 47.9 | 45.1 | 21.2 | 13.1 | 23.8 | 20.5 | 41.4 | 32.4 | 53.0 | 46.5 |
| | 4 | 17.5 | 27.1 | 40.9 | 59.1 | 13.4 | 20.8 | 17.3 | 31.9 | 32.3 | 43.1 | 43.2 | 55.1 |
| | 5 | 20.1 | 34.0 | 46.1 | 67.5 | 19.4 | 31.2 | 25.1 | 41.8 | 42.1 | 53.9 | 51.4 | 64.9 |
| | 6 | 17.7 | 30.7 | 43.0 | 66.5 | 14.1 | 23.5 | 19.0 | 32.2 | 36.1 | 45.8 | 45.5 | 59.6 |
| | 7 | 21.9 | 34.3 | 45.4 | 67.0 | 17.1 | 27.0 | 23.0 | 34.7 | 41.3 | 49.6 | 49.1 | 63.3 |
| | 8 | 22.6 | 31.9 | 47.3 | 67.2 | 17.6 | 23.4 | 23.3 | 31.9 | 39.3 | 44.2 | 52.3 | 57.9 |
| Percent At or Above Level III** | 3 | 71.6 | 68.0 | 83.6 | 85.9 | 67.0 | 59.7 | 68.5 | 70.4 | 82.1 | 79.2 | 87.5 | 87.0 |
| | 4 | 67.6 | 83.7 | 84.1 | 94.7 | 61.5 | 79.1 | 66.9 | 85.7 | 80.5 | 91.2 | 85.7 | 94.1 |
| | 5 | 70.7 | 78.7 | 87.3 | 94.3 | 72.7 | 78.5 | 75.7 | 83.5 | 89.6 | 90.6 | 91.1 | 93.7 |
| | 6 | 62.1 | 79.3 | 79.9 | 93.4 | 56.3 | 74.3 | 59.3 | 78.7 | 77.2 | 87.8 | 83.7 | 92.7 |
| | 7 | 65.8 | 76.9 | 83.2 | 92.8 | 59.3 | 69.3 | 62.3 | 73.0 | 79.5 | 86.7 | 85.7 | 90.5 |
| | 8 | 75.5 | 76.0 | 88.5 | 91.8 | 72.5 | 67.6 | 71.2 | 71.4 | 89.6 | 83.3 | 91.9 | 89.5 |

| | | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | |
|-----------------|--|---------|------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | | N*** | % | N | % | N | % | N | % | N | % | N | % |
| American Indian | | 1,469 | 1.5 | 1,463 | 1.5 | 1,441 | 1.4 | 1,395 | 1.4 | 1,367 | 1.4 | 1,294 | 1.4 |
| Asian | | 1,844 | 1.8 | 1,814 | 1.8 | 1,764 | 1.8 | 1,806 | 1.8 | 1,787 | 1.8 | 1,746 | 1.8 |
| Black | | 30,603 | 30.6 | 30,226 | 30.1 | 30,001 | 29.9 | 30,422 | 29.9 | 29,759 | 29.6 | 27,793 | 28.9 |
| Hispanic | | 5,213 | 5.2 | 4,860 | 4.8 | 4,464 | 4.5 | 4,109 | 4.0 | 3,970 | 4.0 | 3,484 | 3.6 |
| Multi-Racial | | 2,167 | 2.2 | 1,945 | 2.0 | 1,743 | 1.7 | 1,545 | 1.5 | 1,325 | 1.3 | 1,168 | 1.2 |
| White | | 58,799 | 58.7 | 60,105 | 59.9 | 60,866 | 60.7 | 62,308 | 61.3 | 62,200 | 61.9 | 60,591 | 63.1 |
| Total | | 100,095 | | 100,413 | | 100,279 | | 101,585 | | 100,408 | | 96,076 | |

Notes: **"R"= Reading; "M"= Mathematics.

***"Percent At or Above Level III" is calculated based on actual N counts and is not the sum of each percent.

***"N" is the number of students who took the end-of-grade test in reading.

Due to rounding, some ethnicity categories in some grades may not add to 100.0 percent.

When summed, ethnicity N counts may not match the state N counts because an ethnicity category may not have been coded on some student answer sheets, or the choice of "Other" was coded.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 10. 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students by Achievement Level
by Grade and Gender**

| | Grade | Male | | Female | |
|---------------------------------------|-------|---------|-------------|---------|-------------|
| | | Reading | Mathematics | Reading | Mathematics |
| Achievement Level I | 3 | 5.3 | 3.5 | 3.0 | 2.9 |
| | 4 | 6.0 | 1.1 | 3.5 | 0.7 |
| | 5 | 3.6 | 2.0 | 1.8 | 1.4 |
| | 6 | 5.4 | 2.6 | 2.8 | 1.8 |
| | 7 | 5.9 | 3.3 | 2.6 | 2.1 |
| | 8 | 2.7 | 4.8 | 1.0 | 3.6 |
| Achievement Level II | 3 | 17.4 | 19.1 | 14.5 | 19.9 |
| | 4 | 19.9 | 11.0 | 16.5 | 9.4 |
| | 5 | 14.1 | 10.5 | 11.5 | 9.2 |
| | 6 | 23.5 | 12.2 | 20.2 | 10.6 |
| | 7 | 20.5 | 15.3 | 17.9 | 12.7 |
| | 8 | 14.8 | 14.3 | 11.1 | 12.7 |
| Achievement Level III | 3 | 38.3 | 42.4 | 39.3 | 43.8 |
| | 4 | 43.5 | 44.8 | 46.0 | 47.1 |
| | 5 | 44.3 | 34.9 | 44.7 | 35.7 |
| | 6 | 38.8 | 38.2 | 40.4 | 40.2 |
| | 7 | 37.7 | 31.6 | 39.2 | 33.2 |
| | 8 | 44.3 | 34.7 | 45.0 | 36.7 |
| Achievement Level IV | 3 | 39.0 | 35.0 | 43.1 | 33.3 |
| | 4 | 30.7 | 43.2 | 34.1 | 42.9 |
| | 5 | 38.0 | 52.6 | 42.0 | 53.7 |
| | 6 | 32.3 | 46.9 | 36.7 | 47.4 |
| | 7 | 35.9 | 49.8 | 40.3 | 52.0 |
| | 8 | 38.1 | 46.2 | 42.9 | 47.0 |
| Percent At or Above Level III* | 3 | 77.3 | 77.4 | 82.5 | 77.2 |
| | 4 | 74.1 | 88.0 | 80.1 | 89.9 |
| | 5 | 82.3 | 87.5 | 86.7 | 89.4 |
| | 6 | 71.1 | 85.2 | 77.1 | 87.6 |
| | 7 | 73.6 | 81.4 | 79.5 | 85.2 |
| | 8 | 82.5 | 80.9 | 87.9 | 83.7 |

| <u>Grade</u> | Male | | Female | |
|--------------|------------|----------------|------------|----------------|
| | <u>N**</u> | <u>Percent</u> | <u>N**</u> | <u>Percent</u> |
| 3 | 50,585 | 50.5 | 49,520 | 49.5 |
| 4 | 50,626 | 50.4 | 49,799 | 49.6 |
| 5 | 50,510 | 50.4 | 49,781 | 49.6 |
| 6 | 51,784 | 51.0 | 49,832 | 49.0 |
| 7 | 50,424 | 50.2 | 49,995 | 49.8 |
| 8 | 47,998 | 49.9 | 48,101 | 50.1 |

Notes: *"Percent At or Above Level III" is calculated based on actual N counts and is not the sum of each percent.

**"N" is the number of students who took the end-of-grade test in reading.

Due to rounding, some ethnicity categories in some grades may not add to 100.0 percent.

When summed, gender N counts may not match the state N counts because gender category may not have been coded on some student answer sheets, or the choice of "Other" was coded.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 11. 2001-02 End-of-Grade Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students
Grades 3-8

| <u>Grade 3</u> | <u>Category</u> | <u>Number Tested¹</u> | <u>Percent²</u> | <u>Percent At or Above Level III³</u> | <u>Average Scale Score Reading</u> | <u>Average Scale Score Mathematics⁴</u> |
|----------------|---------------------------------------|----------------------------------|----------------------------|--|------------------------------------|--|
| | All Students | 100,105 | 100.0 | 71.4 | 147.8 | 251.4 |
| | Not Exceptional | 78,950 | 78.9 | 72.9 | 147.9 | 251.2 |
| | Academically Gifted | 7,771 | 7.8 | 99.6 | 158.0 | 261.3 |
| | AG Reading | 6,262 | 6.3 | 99.6 | 158.2 | 261.4 |
| | AG Mathematics | 6,081 | 6.1 | 99.6 | 158.0 | 261.7 |
| | Students with IEPs | 11,530 | 11.5 | 43.9 | 141.2 | 247.2 |
| | All Students with Disabilities | 13,417 | 13.4 | 46.1 | 141.7 | 247.5 |
| | Behaviorally-Emotionally Disabled | 638 | 0.6 | 35.4 | 139.8 | 245.1 |
| | Hearing Impaired | 133 | 0.1 | 50.4 | 142.7 | 247.4 |
| | Educable Mentally Disabled | 613 | 0.6 | 6.0 | 132.8 | 238.7 |
| | Specific Learning Disabled | 5,477 | 5.5 | 39.6 | 139.9 | 247.4 |
| | LD Reading | 4,348 | 4.3 | 37.3 | 138.9 | 247.4 |
| | LD Mathematics | 2,308 | 2.3 | 32.7 | 139.4 | 245.6 |
| | LD Written Expression | 3,444 | 3.4 | 42.6 | 140.3 | 247.9 |
| | LD Other | 214 | 0.2 | 35.4 | 139.6 | 245.9 |
| | Speech-Language Impaired | 2,909 | 2.9 | 61.6 | 145.5 | 249.7 |
| | Visually Impaired | 45 | 0.0 | 60.0 | 146.5 | 249.2 |
| | Other Health Impaired | 1,501 | 1.5 | 42.2 | 141.5 | 246.4 |
| | Orthopedically Impaired | 71 | 0.1 | 58.0 | 145.3 | 247.5 |
| | Traumatic Brain Injured | 19 | 0.0 | * | * | * |
| | Autistic | 112 | 0.1 | 46.8 | 142.6 | 246.7 |
| | Severely/Profoundly Mentally Disabled | 0 | 0.0 | * | * | * |
| | Multihandicapped | 11 | 0.0 | * | * | * |
| | Deaf-Blind | 0 | 0.0 | * | * | * |
| | Trainable Mentally Disabled | 1 | 0.0 | * | * | * |
| | Section 504 | 1,887 | 1.9 | 59.4 | 144.5 | 249.0 |
| | Not Coded | 7 | 0.0 | * | * | * |
| | Limited English Proficient | 2,997 | 3.0 | 48.0 | 141.5 | 247.6 |
| | Not Served by Title I | 53,529 | 53.5 | 79.2 | 149.7 | 253.2 |
| | Schoolwide Title I Program | 41,951 | 41.9 | 63.7 | 146.0 | 249.6 |
| | Targeted Assistance | 4,556 | 4.6 | 50.6 | 143.2 | 247.7 |
| | Migrant | 806 | 0.8 | 58.1 | 143.6 | 248.8 |

Notes:

¹"Number Tested" is the number of students who took the end-of-grade test in reading.²"Percent" is based on the number tested in the "All Students" category.³The "Percent of Students At or Above Level III" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.⁴The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academically Gifted," and "All Students with Disabilities" do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 11. 2001-02 End-of-Grade Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students
Grades 3-8 (continued)

| <u>Grade 4</u> | <u>Category</u> | <u>Number</u> | <u>Percent</u> ² | <u>Percent At or</u> | <u>Average</u> | <u>Average</u> |
|----------------|---------------------------------------|----------------------------|-----------------------------|-------------------------------------|--------------------|--------------------|
| | | <u>Tested</u> ¹ | | <u>Above Level III</u> ³ | <u>Scale Score</u> | <u>Scale Score</u> |
| | All Students | 100,426 | 100.0 | 75.0 | 150.8 | 256.5 |
| | Not Exceptional | 73,198 | 72.9 | 75.1 | 150.0 | 255.4 |
| | Academically Gifted | 13,882 | 13.8 | 99.7 | 161.3 | 267.5 |
| | AG Reading | 11,260 | 11.2 | 99.8 | 161.8 | 267.7 |
| | AG Mathematics | 10,973 | 10.9 | 99.7 | 161.5 | 268.1 |
| | Students with IEPs | 11,415 | 11.4 | 46.2 | 144.0 | 251.3 |
| | All Students with Disabilities | 13,414 | 13.4 | 48.5 | 144.5 | 251.6 |
| | Behaviorally-Emotionally Disabled | 822 | 0.8 | 40.1 | 143.0 | 249.2 |
| | Hearing Impaired | 126 | 0.1 | 50.8 | 144.5 | 251.6 |
| | Educable Mentally Disabled | 558 | 0.6 | 5.4 | 135.5 | 243.4 |
| | Specific Learning Disabled | 6,382 | 6.4 | 44.7 | 143.5 | 251.7 |
| | LD Reading | 4,731 | 4.7 | 40.9 | 142.6 | 251.7 |
| | LD Mathematics | 2,426 | 2.4 | 39.2 | 142.8 | 249.6 |
| | LD Written Expression | 4,779 | 4.8 | 46.6 | 143.9 | 252.0 |
| | LD Other | 214 | 0.2 | 36.6 | 142.2 | 250.0 |
| | Speech-Language Impaired | 1,654 | 1.6 | 63.6 | 147.7 | 253.9 |
| | Visually Impaired | 60 | 0.1 | 66.7 | 148.1 | 253.0 |
| | Other Health Impaired | 1,598 | 1.6 | 48.3 | 144.8 | 251.1 |
| | Orthopedically Impaired | 59 | 0.1 | 66.0 | 148.9 | 252.2 |
| | Traumatic Brain Injured | 20 | 0.0 | * | * | * |
| | Autistic | 128 | 0.1 | 56.9 | 146.5 | 252.7 |
| | Severely/Profoundly Mentally Disabled | 0 | 0.0 | * | * | * |
| | Multihandicapped | 5 | 0.0 | * | * | * |
| | Deaf-Blind | 0 | 0.0 | * | * | * |
| | Trainable Mentally Disabled | 3 | 0.0 | * | * | * |
| | Section 504 | 1,999 | 2.0 | 62.0 | 147.5 | 253.4 |
| | Not Coded | 7 | 0.0 | * | * | * |
| | Limited English Proficient | 2,413 | 2.4 | 49.1 | 144.1 | 252.3 |
| | Not Served by Title I | 55,592 | 55.4 | 81.4 | 152.6 | 258.3 |
| | Schoolwide Title I Program | 41,151 | 41.0 | 67.8 | 148.8 | 254.5 |
| | Targeted Assistance | 3,620 | 3.6 | 58.5 | 146.8 | 252.9 |
| | Migrant | 656 | 0.7 | 58.0 | 146.0 | 253.1 |

Notes: ¹"Number Tested" is the number of students who took the end-of-grade test in reading.

²"Percent" is based on the number tested in the "All Students" category.

³The "Percent of Students At or Above Level III" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

⁴The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academically Gifted," and "All Students with Disabilities" do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 11. 2001-02 End-of-Grade Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students
Grades 3-8 (continued)

| <u>Grade 5</u> | <u>Category</u> | <u>Number Tested¹</u> | <u>Percent²</u> | <u>Percent At or Above Level III³</u> | <u>Average Scale Score Reading</u> | <u>Average Scale Score Mathematics⁴</u> |
|----------------|---------------------------------------|----------------------------------|----------------------------|--|------------------------------------|--|
| | All Students | 100,294 | 100.0 | 80.7 | 156.3 | 260.8 |
| | Not Exceptional | 71,904 | 71.7 | 81.5 | 155.6 | 259.4 |
| | Academically Gifted | 15,020 | 15.0 | 99.9 | 165.0 | 273.5 |
| | AG Reading | 11,945 | 11.9 | 99.9 | 165.4 | 273.7 |
| | AG Mathematics | 12,070 | 12.0 | 99.9 | 165.1 | 274.2 |
| | Students with IEPs | 11,180 | 11.1 | 52.0 | 149.8 | 254.1 |
| | All Students with Disabilities | 13,465 | 13.4 | 54.7 | 150.4 | 254.5 |
| | Behaviorally-Emotionally Disabled | 880 | 0.9 | 45.6 | 148.9 | 251.7 |
| | Hearing Impaired | 145 | 0.1 | 57.6 | 150.9 | 255.1 |
| | Educable Mentally Disabled | 569 | 0.6 | 10.8 | 141.9 | 245.5 |
| | Specific Learning Disabled | 6,698 | 6.7 | 53.5 | 149.9 | 254.7 |
| | LD Reading | 4,618 | 4.6 | 48.9 | 148.7 | 254.5 |
| | LD Mathematics | 2,246 | 2.2 | 44.8 | 148.9 | 252.1 |
| | LD Written Expression | 5,303 | 5.3 | 54.6 | 150.1 | 255.1 |
| | LD Other | 228 | 0.2 | 51.1 | 149.5 | 253.3 |
| | Speech-Language Impaired | 883 | 0.9 | 63.7 | 152.7 | 256.9 |
| | Visually Impaired | 59 | 0.1 | 75.4 | 154.5 | 258.2 |
| | Other Health Impaired | 1,764 | 1.8 | 54.6 | 150.8 | 253.8 |
| | Orthopedically Impaired | 51 | 0.1 | 65.3 | 153.5 | 255.9 |
| | Traumatic Brain Injured | 24 | 0.0 | * | * | * |
| | Autistic | 99 | 0.1 | 64.2 | 152.5 | 256.5 |
| | Severely/Profoundly Mentally Disabled | 0 | 0.0 | * | * | * |
| | Multihandicapped | 7 | 0.0 | * | * | * |
| | Deaf-Blind | 0 | 0.0 | * | * | * |
| | Trainable Mentally Disabled | 1 | 0.0 | * | * | * |
| | Section 504 | 2,285 | 2.3 | 67.7 | 153.0 | 256.7 |
| | Not Coded | 17 | 0.0 | * | * | * |
| | Limited English Proficient | 2,101 | 2.1 | 57.5 | 149.9 | 255.5 |
| | Not Served by Title I | 57,145 | 57.0 | 86.0 | 157.7 | 262.7 |
| | Schoolwide Title I Program | 39,668 | 39.6 | 74.4 | 154.5 | 258.5 |
| | Targeted Assistance | 3,397 | 3.4 | 65.5 | 152.5 | 256.2 |
| | Migrant | 464 | 0.5 | 63.0 | 151.7 | 256.8 |

Notes: ¹"Number Tested" is the number of students who took the end-of-grade test in reading

²"Percent" is based on the number tested in the "All Students" category.

³The "Percent of Students At or Above Level III" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

⁴The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academically Gifted," and "All Students with Disabilities" do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 11. 2001-02 End-of-Grade Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students
Grades 3-8 (continued)

| Grade 6 | Category | Number | Percent ² | Percent At or | Average | Average |
|---------|---------------------------------------|---------------------|----------------------|------------------------------|-------------|--------------------------|
| | | Tested ¹ | | Above Level III ³ | Scale Score | Scale Score |
| | | | | | Reading | Mathematics ⁴ |
| | All Students | 101,617 | 100.0 | 71.5 | 157.5 | 264.5 |
| | Not Exceptional | 72,309 | 71.2 | 70.7 | 156.5 | 263.0 |
| | Academically Gifted | 16,483 | 16.2 | 99.4 | 167.5 | 276.9 |
| | AG Reading | 13,490 | 13.3 | 99.5 | 168.0 | 277.2 |
| | AG Mathematics | 12,851 | 12.6 | 99.4 | 167.6 | 277.6 |
| | Students with IEPs | 11,120 | 10.9 | 37.2 | 149.7 | 256.8 |
| | All Students with Disabilities | 12,916 | 12.7 | 40.1 | 150.3 | 257.3 |
| | Behaviorally-Emotionally Disabled | 1,011 | 1.0 | 27.0 | 147.8 | 253.6 |
| | Hearing Impaired | 108 | 0.1 | 38.5 | 149.6 | 257.6 |
| | Educable Mentally Disabled | 630 | 0.6 | 1.7 | 141.0 | 248.4 |
| | Specific Learning Disabled | 7,019 | 6.9 | 39.4 | 150.1 | 257.8 |
| | LD Reading | 4,770 | 4.7 | 33.4 | 148.6 | 257.3 |
| | LD Mathematics | 2,438 | 2.4 | 29.1 | 148.6 | 254.6 |
| | LD Written Expression | 5,632 | 5.5 | 40.1 | 150.2 | 258.0 |
| | LD Other | 213 | 0.2 | 39.2 | 151.4 | 257.6 |
| | Speech-Language Impaired | 386 | 0.4 | 49.5 | 152.7 | 260.4 |
| | Visually Impaired | 54 | 0.1 | 70.4 | 156.9 | 261.3 |
| | Other Health Impaired | 1,760 | 1.7 | 41.7 | 150.8 | 256.6 |
| | Orthopedically Impaired | 45 | 0.0 | 47.7 | 154.1 | 257.0 |
| | Traumatic Brain Injured | 29 | 0.0 | * | * | * |
| | Autistic | 72 | 0.1 | 61.1 | 154.5 | 261.5 |
| | Severely/Profoundly Mentally Disabled | 1 | 0.0 | * | * | * |
| | Multihandicapped | 3 | 0.0 | * | * | * |
| | Deaf-Blind | 1 | 0.0 | * | * | * |
| | Trainable Mentally Disabled | 1 | 0.0 | * | * | * |
| | Section 504 | 1,796 | 1.8 | 57.5 | 154.0 | 260.6 |
| | Not Coded | 7 | 0.0 | * | * | * |
| | Limited English Proficient | 1,530 | 1.5 | 34.7 | 148.7 | 257.8 |
| | Not Served by Title I | 84,045 | 82.7 | 73.8 | 158.0 | 265.1 |
| | Schoolwide Title I Program | 15,727 | 15.5 | 61.2 | 154.9 | 261.5 |
| | Targeted Assistance | 1,640 | 1.6 | 55.4 | 153.6 | 260.4 |
| | Migrant | 334 | 0.3 | 45.3 | 150.9 | 258.7 |

Notes: ¹"Number Tested" is the number of students who took the end-of-grade test in reading.

²"Percent" is based on the number tested in the "All Students" category.

³The "Percent of Students At or Above Level III" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

⁴The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academically Gifted," and "All Students with Disabilities" do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 11. 2001-02 End-of-Grade Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students
Grades 3-8 (continued)

| <u>Grade 7</u> | <u>Category</u> | <u>Number</u> | <u>Percent</u> ² | <u>Percent At or</u> | <u>Average</u> | <u>Average</u> |
|----------------|---------------------------------------|----------------------------|-----------------------------|-------------------------------------|--------------------|---------------------------------|
| | | <u>Tested</u> ¹ | | <u>Above Level III</u> ³ | <u>Scale Score</u> | <u>Scale Score</u> ⁴ |
| | All Students | 100,420 | 100.0 | 72.2 | 160.1 | 268.0 |
| | Not Exceptional | 71,454 | 71.2 | 71.9 | 159.3 | 266.2 |
| | Academically Gifted | 16,450 | 16.4 | 99.6 | 169.0 | 281.9 |
| | AG Reading | 13,178 | 13.1 | 99.8 | 169.5 | 282.4 |
| | AG Mathematics | 13,066 | 13.0 | 99.6 | 169.1 | 282.6 |
| | Students with IEPs | 10,985 | 10.9 | 35.4 | 152.4 | 259.3 |
| | All Students with Disabilities | 12,593 | 12.5 | 38.2 | 153.0 | 259.9 |
| | Behaviorally-Emotionally Disabled | 1,065 | 1.1 | 25.4 | 151.0 | 256.3 |
| | Hearing Impaired | 109 | 0.1 | 38.9 | 153.5 | 259.7 |
| | Educable Mentally Disabled | 779 | 0.8 | 3.9 | 144.8 | 251.7 |
| | Specific Learning Disabled | 6,959 | 6.9 | 38.6 | 153.0 | 260.3 |
| | LD Reading | 4,686 | 4.7 | 32.6 | 151.5 | 259.6 |
| | LD Mathematics | 2,541 | 2.5 | 27.5 | 151.3 | 256.9 |
| | LD Written Expression | 5,756 | 5.7 | 39.3 | 153.0 | 260.5 |
| | LD Other | 204 | 0.2 | 41.1 | 153.7 | 260.8 |
| | Speech-Language Impaired | 234 | 0.2 | 47.0 | 155.7 | 263.2 |
| | Visually Impaired | 49 | 0.0 | 55.1 | 155.7 | 263.0 |
| | Other Health Impaired | 1,629 | 1.6 | 39.9 | 153.8 | 259.4 |
| | Orthopedically Impaired | 36 | 0.0 | 45.7 | 155.1 | 257.8 |
| | Traumatic Brain Injured | 32 | 0.0 | 29.0 | 150.3 | 260.4 |
| | Autistic | 84 | 0.1 | 51.9 | 156.6 | 266.3 |
| | Severely/Profoundly Mentally Disabled | 0 | 0.0 | * | * | * |
| | Multihandicapped | 7 | 0.0 | * | * | * |
| | Deaf-Blind | 1 | 0.0 | * | * | * |
| | Trainable Mentally Disabled | 1 | 0.0 | * | * | * |
| | Section 504 | 1,608 | 1.6 | 57.0 | 156.9 | 264.0 |
| | Not Coded | 9 | 0.0 | * | * | * |
| | Limited English Proficient | 1,404 | 1.4 | 30.5 | 151.2 | 259.9 |
| | Not Served by Title I | 84,911 | 84.6 | 74.4 | 160.6 | 268.6 |
| | Schoolwide Title I Program | 13,634 | 13.6 | 61.0 | 157.8 | 264.2 |
| | Targeted Assistance | 1,708 | 1.7 | 56.5 | 156.8 | 264.2 |
| | Migrant | 323 | 0.3 | 47.8 | 154.1 | 262.7 |

Notes: ¹"Number Tested" is the number of students who took the end-of-grade test in reading.

²"Percent" is based on the number tested in the "All Students" category.

³The "Percent of Students At or Above Level II" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

⁴The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

"Not Exceptional," "Academically Gifted," and "All Students with Disabilities" do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 11. 2001-02 End-of-Grade Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students
Grades 3-8 (continued)

| <u>Grade 8</u> | <u>Category</u> | <u>Number</u> | | <u>Percent At or Above Level III³</u> | <u>Average</u> | <u>Average</u> |
|----------------|---------------------------------------|---------------------------|----------------------------|--|--------------------|--------------------|
| | | <u>Tested¹</u> | <u>Percent²</u> | | <u>Scale Score</u> | <u>Scale Score</u> |
| | All Students | 96,104 | 100.0 | 77.3 | 163.4 | 271.2 |
| | Not Exceptional | 68,476 | 71.3 | 77.9 | 162.7 | 269.6 |
| | Academically Gifted | 15,933 | 16.6 | 99.7 | 171.7 | 284.9 |
| | AG Reading | 12,796 | 13.3 | 99.8 | 172.2 | 285.3 |
| | AG Mathematics | 12,837 | 13.4 | 99.8 | 171.8 | 285.6 |
| | Students with IEPs | 10,325 | 10.7 | 40.4 | 155.9 | 261.9 |
| | All Students with Disabilities | 11,761 | 12.2 | 43.2 | 156.5 | 262.5 |
| | Behaviorally-Emotionally Disabled | 1,096 | 1.1 | 25.2 | 154.0 | 258.5 |
| | Hearing Impaired | 132 | 0.1 | 41.5 | 156.5 | 262.8 |
| | Educable Mentally Disabled | 840 | 0.9 | 3.7 | 148.0 | 254.1 |
| | Specific Learning Disabled | 6,495 | 6.8 | 45.8 | 156.8 | 263.2 |
| | LD Reading | 4,223 | 4.4 | 39.8 | 155.2 | 262.2 |
| | LD Mathematics | 2,424 | 2.5 | 29.2 | 154.6 | 259.5 |
| | LD Written Expression | 5,415 | 5.6 | 46.7 | 156.7 | 263.4 |
| | LD Other | 160 | 0.2 | 38.4 | 156.5 | 262.3 |
| | Speech-Language Impaired | 120 | 0.1 | 48.3 | 157.4 | 264.0 |
| | Visually Impaired | 46 | 0.0 | 81.8 | 162.5 | 269.7 |
| | Other Health Impaired | 1,482 | 1.5 | 45.8 | 157.7 | 262.6 |
| | Orthopedically Impaired | 37 | 0.0 | 56.8 | 161.0 | 263.1 |
| | Traumatic Brain Injured | 21 | 0.0 | * | * | * |
| | Autistic | 42 | 0.0 | 66.7 | 159.2 | 268.8 |
| | Severely/Profoundly Mentally Disabled | 0 | 0.0 | * | * | * |
| | Multihandicapped | 8 | 0.0 | * | * | * |
| | Deaf-Blind | 1 | 0.0 | * | * | * |
| | Trainable Mentally Disabled | 5 | 0.0 | * | * | * |
| | Section 504 | 1,436 | 1.5 | 62.9 | 160.4 | 266.4 |
| | Not Coded | 9 | 0.0 | * | * | * |
| | Limited English Proficient | 1,352 | 1.4 | 38.5 | 154.6 | 263.3 |
| | Not Served by Title I | 81,024 | 84.3 | 79.1 | 163.9 | 271.9 |
| | Schoolwide Title I Program | 13,416 | 14.0 | 68.4 | 161.2 | 267.9 |
| | Targeted Assistance | 1,492 | 1.6 | 62.5 | 159.8 | 267.1 |
| | Migrant | 255 | 0.3 | 48.0 | 156.1 | 264.7 |

Notes: ¹"Number Tested" is the number of students who took the end-of-grade test in reading.

²"Percent" is based on the number tested in the "All Students" category.

³The "Percent of Students At or Above Level III" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

⁴The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academically Gifted," and "All Students with Disabilities" do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 11. 2001-02 End-of-Grade Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students
Grades 3-8 (continued)

| <u>Grades 3 - 8</u> | <u>Category</u> | <u>Number</u> | <u>Percent</u> ² | <u>Percent At or</u> | <u>Average</u> | <u>Average</u> |
|---------------------|---------------------------------------|----------------------------|-----------------------------|-------------------------------------|--------------------|--------------------|
| | | <u>Tested</u> ¹ | <u>Percent</u> ² | <u>Above Level III</u> ³ | <u>Scale Score</u> | <u>Scale Score</u> |
| | All Students | 598,966 | 100.0 | 74.7 | 155.9 | 262.0 |
| | Not Exceptional | 436,291 | 72.8 | 75.0 | 155.1 | 260.5 |
| | Academically Gifted | 85,539 | 14.3 | 99.7 | 166.3 | 275.8 |
| | AG Reading | 68,931 | 11.5 | 99.7 | 166.7 | 276.1 |
| | AG Mathematics | 67,878 | 11.3 | 99.7 | 166.4 | 276.5 |
| | Students with IEPs | 66,555 | 11.1 | 42.6 | 148.7 | 254.9 |
| | All Students with Disabilities | 77,566 | 12.9 | 45.3 | 149.2 | 255.3 |
| | Behaviorally-Emotionally Disabled | 5,512 | 0.9 | 32.2 | 148.2 | 253.1 |
| | Hearing Impaired | 753 | 0.1 | 47.0 | 149.6 | 255.5 |
| | Educable Mentally Disabled | 3,989 | 0.7 | 5.0 | 141.3 | 247.5 |
| | Specific Learning Disabled | 39,030 | 6.5 | 43.6 | 149.2 | 256.0 |
| | LD Reading | 27,376 | 4.6 | 38.8 | 147.6 | 255.3 |
| | LD Mathematics | 14,383 | 2.4 | 33.5 | 147.7 | 253.1 |
| | LD Written Expression | 30,329 | 5.1 | 45.0 | 149.8 | 256.7 |
| | LD Other | 1,233 | 0.2 | 40.5 | 148.4 | 254.5 |
| | Speech-Language Impaired | 6,186 | 1.0 | 60.9 | 148.2 | 253.3 |
| | Visually Impaired | 313 | 0.1 | 68.3 | 153.9 | 258.9 |
| | Other Health Impaired | 9,734 | 1.6 | 45.5 | 149.9 | 255.0 |
| | Orthopedically Impaired | 299 | 0.0 | 57.5 | 151.9 | 254.5 |
| | Traumatic Brain Injured | 145 | 0.0 | 35.7 | 147.8 | 254.4 |
| | Autistic | 537 | 0.1 | 56.7 | 150.4 | 256.5 |
| | Severely/Profoundly Mentally Disabled | 1 | 0.0 | * | * | * |
| | Multihandicapped | 41 | 0.0 | 25.6 | 142.6 | 249.7 |
| | Deaf-Blind | 3 | 0.0 | * | * | * |
| | Trainable Mentally Disabled | 12 | 0.0 | * | * | * |
| | Section 504 | 11,011 | 1.8 | 61.4 | 152.2 | 257.8 |
| | Not Coded | 56 | 0.0 | 53.8 | 151.0 | 255.9 |
| | Limited English Proficient | 11,797 | 2.0 | 45.0 | 147.1 | 254.6 |
| | Not Served by Title I | 416,246 | 69.5 | 78.3 | 157.9 | 264.4 |
| | Schoolwide Title I Program | 165,547 | 27.6 | 67.2 | 151.8 | 256.8 |
| | Targeted Assistance | 16,413 | 2.7 | 57.6 | 149.9 | 255.4 |
| | Migrant | 2,838 | 0.5 | 55.3 | 148.6 | 255.3 |

Notes: ¹"Number Tested" is the number of students who took the end-of-grade test in reading.

²"Percent" is based on the number tested in the "All Students" category.

³The "Percent of Students At or Above Level III" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

⁴The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

"Not Exceptional," "Academically Gifted," and "All Students with Disabilities" do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets.

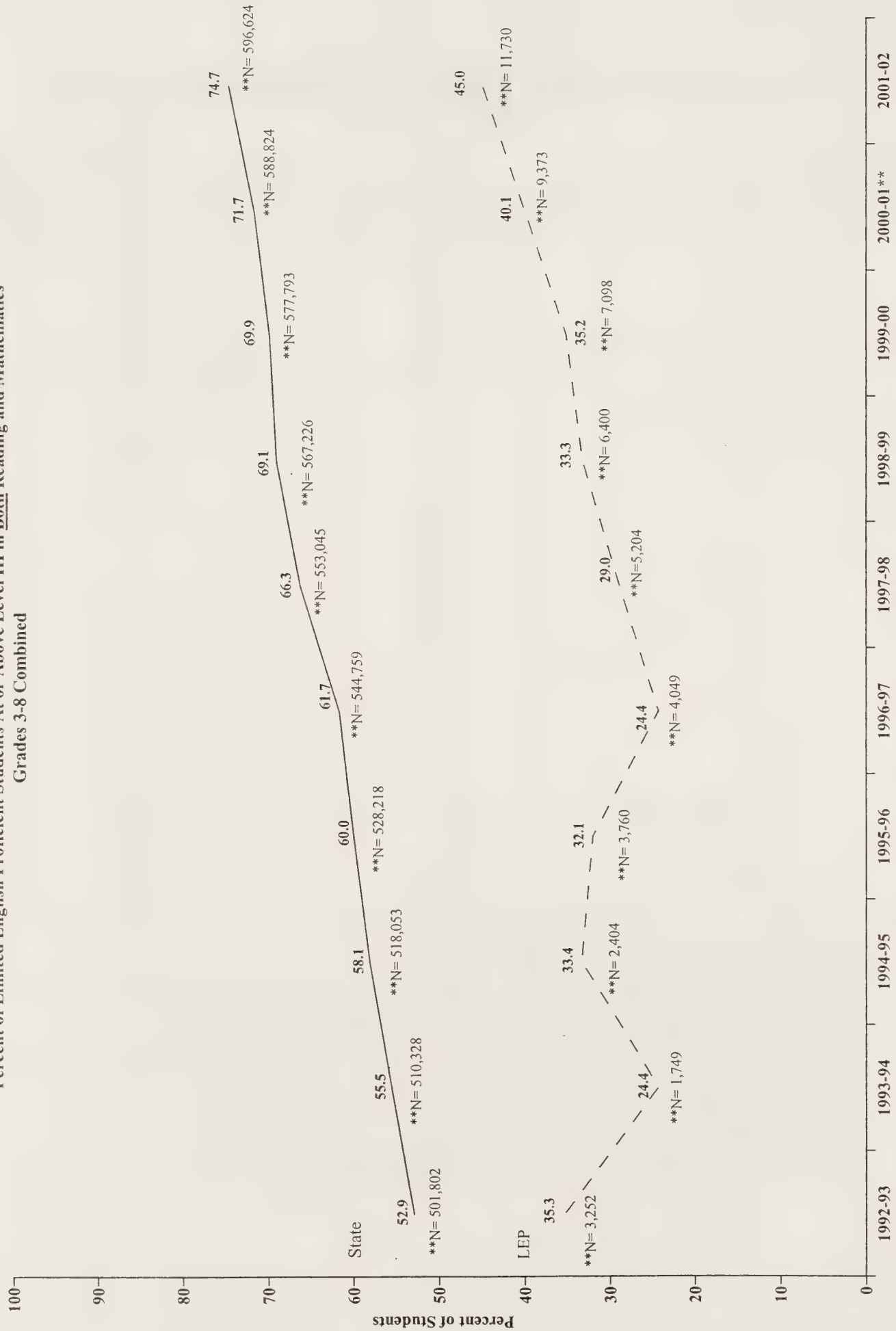
The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 20. 1996-97 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Limited English Proficient Students At or Above Level III in Both Reading and Mathematics
Grades 3-8 Combined



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
 **N counts equal the number of students tested in both reading and mathematics.
 The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments of the NCCATS.
 Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
 Prepared by the North Carolina Department of Public Instruction, Office of Assessment and Reporting Services

**Table 12. 2001-02 End-of-Grade Multiple-Choice Test Results
Performance of Students Using Accommodations,
Grades 3-8**

| <u>Category</u> | <u>Number Tested¹</u> | <u>Percent²</u> | <u>Percent At or Above Level III</u> | <u>Average Scale Score Reading</u> | <u>Average Scale Score Mathematics³</u> |
|--|--------------------------------------|----------------------------|--|--|--|
| Grade 3 | | | | | |
| All Students | 100,105 | 100.0 | 71.4 | 147.8 | 251.4 |
| Braille Edition | 4 | 0.0 | * | * | * |
| Large Print Edition | 73 | 0.1 | 54.3 | 144.3 | 249.2 |
| Assistive Tech./Devices | 36 | 0.0 | 54.3 | 144.3 | 247.8 |
| Braille Writer | 2 | 0.0 | * | * | * |
| Cranmer Abacus | 4 | 0.0 | * | * | * |
| Dictation to Scribe | 125 | 0.1 | 37.9 | 139.9 | 246.7 |
| Interpreter/Transliterator Signs/Cues Test** | 17 | 0.0 | * | * | * |
| Magnification Devices | 12 | 0.0 | * | * | * |
| Student Marks Answers in Test Book | 7,566 | 7.6 | 40.7 | 140.4 | 246.8 |
| Test Administrator Reads Test Aloud (in English)** | 9,066 | 9.1 | 33.8 | 138.7 | 246.1 |
| Typewriter/Word Processor | 1 | 0.0 | * | * | * |
| Hospital/Home Testing | 11 | 0.0 | * | * | * |
| Multiple Testing Sessions | 4,108 | 4.1 | 40.7 | 140.5 | 246.7 |
| Scheduled Extended Time | 11,478 | 11.5 | 40.4 | 140.3 | 246.8 |
| Testing in a Separate Room | 10,813 | 10.8 | 38.6 | 140.0 | 246.5 |
| English/Native Language Dictionary/Electronic Translator | 203 | 0.2 | 43.1 | 140.5 | 247.0 |
| One Test Item Per Page | 16 | 0.0 | * | * | * |
| Unpublished Accommodation | 60 | 0.1 | 47.5 | 142.5 | 247.1 |
| Grade 4 | | | | | |
| All Students | 100,426 | 100.0 | 75.0 | 150.8 | 256.5 |
| Braille Edition | 5 | 0.0 | * | * | * |
| Large Print Edition | 75 | 0.1 | 62.2 | 147.4 | 252.2 |
| Assistive Tech./Devices | 40 | 0.0 | 57.5 | 145.5 | 251.3 |
| Braille Writer | 1 | 0.0 | * | * | * |
| Cranmer Abacus | 4 | 0.0 | * | * | * |
| Dictation to Scribe | 263 | 0.3 | 39.9 | 142.7 | 250.0 |
| Interpreter/Transliterator Signs/Cues Test** | 18 | 0.0 | * | * | * |
| Magnification Devices | 15 | 0.0 | * | * | * |
| Student Marks Answers in Test Book | 7,210 | 7.2 | 44.9 | 143.7 | 251.3 |
| Test Administrator Reads Test Aloud (in English)** | 8,585 | 8.5 | 35.8 | 141.6 | 250.4 |
| Typewriter/Word Processor | 1 | 0.0 | * | * | * |
| Hospital/Home Testing | 9 | 0.0 | * | * | * |
| Multiple Testing Sessions | 4,055 | 4.0 | 44.5 | 143.7 | 251.1 |
| Scheduled Extended Time | 11,866 | 11.8 | 45.0 | 143.6 | 251.2 |
| Testing in a Separate Room | 10,920 | 10.9 | 42.6 | 143.2 | 250.9 |
| English/Native Language Dictionary/Electronic Translator | 200 | 0.2 | 39.7 | 143.2 | 251.9 |
| One Test Item Per Page | 8 | 0.0 | * | * | * |
| Unpublished Accommodation | 14 | 0.0 | * | * | * |

Notes: ¹"Number Tested" is the number of students who took the end-of-grade test in reading.

²"Percent" is calculated based on the "All Students" N count.

³The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

**The "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud" accommodations are prohibited from use during the administration of state tests that measure reading skills.

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

The "Percent At or Above Level III" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or only in mathematics or taking the alternate assessments or the NCCATS.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 12. 2001-02 End-of-Grade Multiple-Choice Test Results
Performance of Students Using Accommodations,
Grades 3-8 (continued)**

| <u>Category</u> | <u>Number Tested¹</u> | <u>Percent²</u> | <u>Percent At or Above Level III</u> | <u>Average Scale Score Reading</u> | <u>Average Scale Score Mathematics³</u> |
|--|--------------------------------------|----------------------------|--|--|--|
| Grade 5 | | | | | |
| All Students | 100,294 | 100.0 | 80.7 | 156.3 | 260.8 |
| Braille Edition | 7 | 0.0 | * | * | * |
| Large Print Edition | 75 | 0.1 | 70.3 | 154.0 | 257.8 |
| Assistive Tech./Devices | 40 | 0.0 | 67.5 | 152.3 | 254.5 |
| Braille Writer | 5 | 0.0 | * | * | * |
| Cranmer Abacus | 6 | 0.0 | * | * | * |
| Dictation to Scribe | 155 | 0.2 | 48.3 | 149.1 | 253.5 |
| Interpreter/Transliterator Signs/Cues Test** | 11 | 0.0 | * | * | * |
| Magnification Devices | 17 | 0.0 | * | * | * |
| Student Marks Answers in Test Book | 7,064 | 7.0 | 51.7 | 149.7 | 254.1 |
| Test Administrator Reads Test Aloud (in English)** | 8,043 | 8.0 | 42.7 | 147.7 | 252.7 |
| Typewriter/Word Processor | 3 | 0.0 | * | * | * |
| Hospital/Home Testing | 8 | 0.0 | * | * | * |
| Multiple Testing Sessions | 3,969 | 4.0 | 51.2 | 149.4 | 253.6 |
| Scheduled Extended Time | 12,174 | 12.1 | 52.2 | 149.7 | 254.1 |
| Testing in a Separate Room | 11,006 | 11.0 | 50.0 | 149.3 | 253.7 |
| English/Native Language Dictionary/Electronic Translator | 211 | 0.2 | 46.9 | 148.3 | 254.3 |
| One Test Item Per Page | 11 | 0.0 | * | * | * |
| Unpublished Accommodation | 56 | 0.1 | 50.9 | 149.7 | 254.8 |
| Grade 6 | | | | | |
| All Students | 101,617 | 100.0 | 71.5 | 157.5 | 264.5 |
| Braille Edition | 8 | 0.0 | * | * | * |
| Large Print Edition | 45 | 0.0 | 62.2 | 155.5 | 260.8 |
| Assistive Tech./Devices | 26 | 0.0 | * | * | * |
| Braille Writer | 6 | 0.0 | * | * | * |
| Cranmer Abacus | 4 | 0.0 | * | * | * |
| Dictation to Scribe | 115 | 0.1 | 35.7 | 148.4 | 256.1 |
| Interpreter/Transliterator Signs/Cues Test** | 19 | 0.0 | * | * | * |
| Magnification Devices | 20 | 0.0 | * | * | * |
| Student Marks Answers in Test Book | 4,549 | 4.5 | 39.3 | 150.1 | 257.2 |
| Test Administrator Reads Test Aloud (in English) ** | 6,377 | 6.3 | 23.4 | 146.5 | 255.0 |
| Typewriter/Word Processor | 5 | 0.0 | * | * | * |
| Hospital/Home Testing | 22 | 0.0 | * | * | * |
| Multiple Testing Sessions | 2,424 | 2.4 | 32.5 | 148.7 | 255.9 |
| Scheduled Extended Time | 11,317 | 11.1 | 35.8 | 149.3 | 256.7 |
| Testing in a Separate Room | 9,153 | 9.0 | 33.0 | 148.8 | 256.1 |
| English/Native Language Dictionary/Electronic Translator | 468 | 0.5 | 29.3 | 147.7 | 256.4 |
| One Test Item Per Page | 5 | 0.0 | * | * | * |
| Unpublished Accommodation | 20 | 0.0 | * | * | * |

Notes: ¹"Number Tested" is the number of students who took the end-of-grade test in reading.

²"Percent" is calculated based on the "All Students" N count.

³The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

**The "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud" accommodations are prohibited from use during the administration of state tests that measure reading skills.

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

The "Percent At or Above Level III" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 12. 2001-02 End-of-Grade Multiple-Choice Test Results
Performance of Students Using Accommodations,
Grades 3-8 (continued)

| <u>Category</u> | <u>Number Tested¹</u> | <u>Percent²</u> | <u>Percent At or Above Level III</u> | <u>Average Scale Score Reading</u> | <u>Average Scale Score Mathematics³</u> |
|--|--------------------------------------|----------------------------|--|--|--|
| Grade 7 | | | | | |
| All Students | 100,420 | 100.0 | 72.2 | 160.1 | 268.0 |
| Braille Edition | 9 | 0.0 | * | * | * |
| Large Print Edition | 53 | 0.1 | 64.2 | 157.2 | 265.6 |
| Assistive Tech./Devices | 24 | 0.0 | * | * | * |
| Braille Writer | 8 | 0.0 | * | * | * |
| Cranmer Abacus | 3 | 0.0 | * | * | * |
| Dictation to Scribe | 123 | 0.1 | 40.7 | 152.7 | 260.2 |
| Interpreter/Transliterator Signs/Cues Test** | 18 | 0.0 | * | * | * |
| Magnification Devices | 17 | 0.0 | * | * | * |
| Student Marks Answers in Test Book | 3,142 | 3.1 | 38.1 | 152.9 | 259.8 |
| Test Administrator Reads Test Aloud (in English)** | 5,922 | 5.9 | 21.2 | 149.4 | 257.1 |
| Typewriter/ Word Processor | 11 | 0.0 | * | * | * |
| Hospital/Home Testing | 51 | 0.1 | 39.2 | 153.5 | 259.9 |
| Multiple Testing Sessions | 1,804 | 1.8 | 31.3 | 151.8 | 258.6 |
| Scheduled Extended Time | 11,008 | 11.0 | 34.5 | 152.2 | 259.3 |
| Testing in a Separate Room | 8,603 | 8.6 | 31.2 | 151.6 | 258.5 |
| English/Native Language Dictionary/Electronic Translator | 497 | 0.5 | 24.8 | 149.8 | 258.8 |
| One Test Item Per Page | 1 | 0.0 | * | * | * |
| Unpublished Accommodation | 16 | 0.0 | * | * | * |
| Grade 8 | | | | | |
| All Students | 96,104 | 100.0 | 77.3 | 163.4 | 271.2 |
| Braille Edition | 9 | 0.0 | * | * | * |
| Large Print Edition | 50 | 0.1 | 58.3 | 159.9 | 264.3 |
| Assistive Tech./Devices | 22 | 0.0 | * | * | * |
| Braille Writer | 8 | 0.0 | * | * | * |
| Cranmer Abacus | 7 | 0.0 | * | * | * |
| Dictation to Scribe | 50 | 0.1 | 40.8 | 155.1 | 261.4 |
| Interpreter/Transliterator Signs/Cues Test** | 25 | 0.0 | * | * | * |
| Magnification Devices | 13 | 0.0 | * | * | * |
| Student Marks Answers in Test Book | 2,543 | 2.6 | 43.3 | 156.5 | 262.4 |
| Test Administrator Reads Test Aloud (in English) ** | 5,133 | 5.3 | 25.4 | 152.5 | 259.4 |
| Typewriter/Word Processor | 8 | 0.0 | * | * | * |
| Hospital/Home Testing | 48 | 0.0 | 33.3 | 154.8 | 259.5 |
| Multiple Testing Sessions | 1,619 | 1.7 | 33.9 | 154.6 | 260.6 |
| Scheduled Extended Time | 10,373 | 10.8 | 39.3 | 155.7 | 261.8 |
| Testing in a Separate Room | 7,702 | 8.0 | 34.5 | 154.9 | 260.9 |
| English/Native Language Dictionary/Electronic Translator | 511 | 0.5 | 33.2 | 153.8 | 262.5 |
| One Test Item Per Page | 0 | 0.0 | * | * | * |
| Unpublished Accommodation | 12 | 0.0 | * | * | * |

Notes: ¹"Number Tested" is the number of students who took the end-of-grade test in reading.

²"Percent" is calculated based on the "All Students" N count.

³The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

**The "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud" accommodations are prohibited from use during the administration of state tests that measure reading skills.

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

The "Percent At or Above Level III" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 12. 2001-02 End-of-Grade Multiple-Choice Test Results
Performance of Students Using Accommodations,
Grades 3-8 (continued)**

| <u>Category</u> | <u>Number</u> | | <u>Percent At or</u> | <u>Average</u> | <u>Average</u> |
|--|----------------------------|-----------------------------|------------------------|--------------------|--------------------|
| <u>Grades 3 to 8</u> | <u>Tested</u> ¹ | <u>Percent</u> ² | <u>Above Level III</u> | <u>Scale Score</u> | <u>Scale Score</u> |
| All Students | 598,966 | 100.0 | 74.7 | 155.9 | 262.0 |
| Braille Edition | 42 | 0.0 | 78.0 | 155.8 | 260.7 |
| Large Print Edition | 371 | 0.1 | 62.1 | 152.2 | 257.4 |
| Assistive Tech./Devices | 188 | 0.0 | 57.8 | 150.8 | 255.9 |
| Braille Writer | 30 | 0.0 | 80.0 | 158.0 | 263.0 |
| Cranmer Abacus | 28 | 0.0 | * | * | * |
| Dictation to Scribe | 831 | 0.1 | 40.7 | 146.5 | 253.1 |
| Interpreter/Transliterator Signs/Cues Test** | 108 | 0.0 | 39.6 | 147.6 | 256.0 |
| Magnification Devices | 94 | 0.0 | 68.1 | 154.1 | 259.8 |
| Student Marks Answers in Test Book | 32,074 | 5.4 | 43.8 | 147.1 | 253.3 |
| Test Administrator Reads Test Aloud (in English)** | 43,126 | 7.2 | 31.6 | 145.2 | 252.5 |
| Typewriter/Word Processor | 29 | 0.0 | * | * | * |
| Hospital/Home Testing | 149 | 0.0 | 39.2 | 152.5 | 257.9 |
| Multiple Testing Sessions | 17,979 | 3.0 | 41.2 | 146.7 | 252.9 |
| Scheduled Extended Time | 68,216 | 11.4 | 41.4 | 148.3 | 254.8 |
| Testing in a Separate Room | 58,197 | 9.7 | 39.0 | 147.4 | 253.8 |
| English/Native Language Dictionary/Electronic Translator | 2,090 | 0.3 | 33.3 | 148.6 | 256.9 |
| One Test Item Per Page | 41 | 0.0 | 34.2 | 143.6 | 247.6 |
| Unpublished Accommodation | 178 | 0.0 | 49.4 | 148.1 | 253.9 |

Notes: ¹"Number Tested" is the number of students who took the end-of-grade test in reading.

²"Percent" is calculated based on the "All Students" N count.

³The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

**The "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud" accommodations are prohibited from use during the administration of state tests that measure reading skills.

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

The "Percent At or Above Level III" is calculated by dividing the number of the students passing both reading and mathematics

tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 13. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 3 Reading

| Category | Reading | | | | | | | | | |
|---|--|----------------------------|---------------|----------------|--|--|----------------------------|-----------------------------|---------------|----------------|
| | Number of Student Records ² | Percent of Student Records | Number Tested | Percent Tested | Number Alternate Assessments/Pilot NCCATS Accommodation ³ | Percent Alternate Assessments/Pilot NCCATS Accommodation | Number Excluded Due to LEP | Percent Excluded Due to LEP | Number Absent | Percent Absent |
| Total (Verified Membership=105,547 ¹) | 105,708 | 100.0 | 100,105 | 94.7 | 3,895 | 3.7 | 1,269 | 1.2 | 128 | 0.1 |
| Female | 51,511 | 48.7 | 49,520 | 96.1 | 1,196 | 2.3 | 614 | 1.2 | 55 | 0.1 |
| Male | 54,187 | 51.3 | 50,585 | 93.4 | 2,694 | 5.0 | 653 | 1.2 | 72 | 0.1 |
| Asian | 2,013 | 1.9 | 1,844 | 91.6 | 33 | 1.6 | 130 | 6.5 | 4 | 0.2 |
| Black | 32,680 | 30.9 | 30,603 | 93.6 | 1,916 | 5.9 | 34 | 0.1 | 44 | 0.1 |
| Hispanic | 6,478 | 6.1 | 5,213 | 80.5 | 196 | 3.0 | 1,029 | 15.9 | 17 | 0.3 |
| American Indian | 1,591 | 1.5 | 1,469 | 92.3 | 120 | 7.5 | 0 | 0.0 | 0 | 0.0 |
| Multi-Racial | 2,249 | 2.1 | 2,167 | 96.4 | 68 | 3.0 | 10 | 0.4 | 0 | 0.0 |
| White | 60,676 | 57.4 | 58,799 | 96.9 | 1,555 | 2.6 | 63 | 0.1 | 62 | 0.1 |
| Other | 11 | 0.0 | 8 | 72.7 | 1 | 9.1 | 2 | 18.2 | 0 | 0.0 |
| Title I | 49,547 | 46.9 | 46,564 | 94.0 | 2,158 | 4.4 | 631 | 1.3 | 55 | 0.1 |
| Schoolwide Program | 44,698 | 42.3 | 41,951 | 93.9 | 2,052 | 4.6 | 524 | 1.2 | 44 | 0.1 |
| Targeted Assistance | 4,755 | 4.5 | 4,556 | 95.8 | 99 | 2.1 | 78 | 1.6 | 11 | 0.2 |
| Migrant | 1,002 | 0.9 | 806 | 80.4 | 56 | 5.6 | 131 | 13.1 | 2 | 0.2 |
| Limited English Proficient (LEP) | 4,383 | 4.1 | 2,997 | 68.4 | 94 | 2.1 | 1,269 | 29.0 | 9 | 0.2 |
| All Students with Disabilities | 17,376 | 16.4 | 13,417 | 77.2 | 3,793 | 21.8 | 31 | 0.2 | 43 | 0.2 |
| Behaviorally-Emotionally Disabled | 860 | 0.8 | 638 | 74.2 | 209 | 24.3 | 3 | 0.3 | 6 | 0.7 |
| Hearing Impaired | 169 | 0.2 | 133 | 78.7 | 32 | 18.9 | 3 | 1.8 | 0 | 0.0 |
| Educable Mentally Disabled | 2,078 | 2.0 | 613 | 29.5 | 1,447 | 69.6 | 5 | 0.2 | 7 | 0.3 |
| Specific Learning Disabled | 6,630 | 6.3 | 5,477 | 82.6 | 1,091 | 16.5 | 12 | 0.2 | 11 | 0.2 |
| Speech-Language Impaired | 2,980 | 2.8 | 2,909 | 97.6 | 35 | 1.2 | 6 | 0.2 | 1 | 0.0 |
| Visually Impaired | 50 | 0.0 | 45 | 90.0 | 5 | 10.0 | 0 | 0.0 | 0 | 0.0 |
| Other Health Impaired | 1,868 | 1.8 | 1,501 | 80.4 | 359 | 19.2 | 1 | 0.1 | 6 | 0.3 |
| Orthopedically Impaired | 102 | 0.1 | 71 | 69.6 | 30 | 29.4 | 0 | 0.0 | 0 | 0.0 |
| Traumatic Brain Injury | 32 | 0.0 | 19 | 59.4 | 13 | 40.6 | 0 | 0.0 | 0 | 0.0 |
| Autistic | 358 | 0.3 | 112 | 31.3 | 240 | 67.0 | 0 | 0.0 | 4 | 1.1 |
| Severely/Profoundly Mentally Disabled | 37 | 0.0 | 0 | 0.0 | 33 | 89.2 | 0 | 0.0 | 2 | 5.4 |
| Multihandicapped | 102 | 0.1 | 11 | 10.8 | 90 | 88.2 | 0 | 0.0 | 1 | 1.0 |
| Deaf-Blind | 1 | 0.0 | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| Trainable Mentally Disabled | 188 | 0.2 | 1 | 0.5 | 183 | 97.3 | 1 | 0.5 | 1 | 0.5 |
| Section 504 | 1,921 | 1.8 | 1,887 | 98.2 | 25 | 1.3 | 0 | 0.0 | 4 | 0.2 |

Notes: ¹The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of records on the school system's Masterbuild file at the time of the actual test administration.

²The "Number of Student Records" is the number of student test answer sheets scanned into SO2 files after the test administration.

³Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP). The Computerized Adaptive Testing System (CATS) is an accommodation and was piloted in 2001-02.

Data for "Number Tested," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership."

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2001-02 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 14. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 3 Mathematics

| Category | Mathematics | | | | | | | | | |
|---|--|----------------------------|---------------|----------------|--|--|----------------------------|-----------------------------|---------------|----------------|
| | Number of Student Records ² | Percent of Student Records | Number Tested | Percent Tested | Number Alternate Assessments/Pilot NCCATS Accommodation ³ | Percent Alternate Assessments/Pilot NCCATS Accommodation | Number Excluded Due to LEP | Percent Excluded Due to LEP | Number Absent | Percent Absent |
| Total (Verified Membership=105,547 ¹) | 105,708 | 100.0 | 100,748 | 95.3 | 3,247 | 3.1 | 1,265 | 1.2 | 136 | 0.1 |
| Female | 51,511 | 48.7 | 49,632 | 96.4 | 1,085 | 2.1 | 612 | 1.2 | 56 | 0.1 |
| Male | 54,187 | 51.3 | 51,115 | 94.3 | 2,157 | 4.0 | 651 | 1.2 | 79 | 0.1 |
| Asian | 2,013 | 1.9 | 1,850 | 91.9 | 28 | 1.4 | 129 | 6.4 | 4 | 0.2 |
| Black | 32,680 | 30.9 | 30,847 | 94.4 | 1,673 | 5.1 | 34 | 0.1 | 44 | 0.1 |
| Hispanic | 6,478 | 6.1 | 5,252 | 81.1 | 159 | 2.5 | 1,026 | 15.8 | 16 | 0.2 |
| American Indian | 1,591 | 1.5 | 1,504 | 94.5 | 86 | 5.4 | 0 | 0.0 | 0 | 0.0 |
| Multi-Racial | 2,249 | 2.1 | 2,180 | 96.9 | 54 | 2.4 | 10 | 0.4 | 0 | 0.0 |
| White | 60,676 | 57.4 | 59,106 | 97.4 | 1,241 | 2.0 | 63 | 0.1 | 71 | 0.1 |
| Other | 11 | 0.0 | 9 | 81.8 | 0 | 0.0 | 2 | 18.2 | 0 | 0.0 |
| Title I | 49,547 | 46.9 | 46,917 | 94.7 | 1,802 | 3.6 | 629 | 1.3 | 58 | 0.1 |
| Schoolwide Program | 44,698 | 42.3 | 42,284 | 94.6 | 1,715 | 3.8 | 523 | 1.2 | 47 | 0.1 |
| Targeted Assistance | 4,755 | 4.5 | 4,574 | 96.2 | 81 | 1.7 | 77 | 1.6 | 11 | 0.2 |
| Migrant | 1,002 | 0.9 | 815 | 81.3 | 49 | 4.9 | 130 | 13.0 | 2 | 0.2 |
| Limited English Proficient (LEP) | 4,383 | 4.1 | 3,023 | 69.0 | 73 | 1.7 | 1,265 | 28.9 | 8 | 0.2 |
| All Students with Disabilities | 17,376 | 16.4 | 14,056 | 80.9 | 3,152 | 18.1 | 31 | 0.2 | 46 | 0.3 |
| Behaviorally-Emotionally Disabled | 860 | 0.8 | 679 | 79.0 | 165 | 19.2 | 3 | 0.3 | 9 | 1.0 |
| Hearing Impaired | 169 | 0.2 | 133 | 78.7 | 32 | 18.9 | 3 | 1.8 | 0 | 0.0 |
| Educable Mentally Disabled | 2,078 | 2.0 | 669 | 32.2 | 1,393 | 67.0 | 5 | 0.2 | 5 | 0.2 |
| Specific Learning Disabled | 6,630 | 6.3 | 5,959 | 89.9 | 610 | 9.2 | 12 | 0.2 | 12 | 0.2 |
| Speech-Language Impaired | 2,980 | 2.8 | 2,916 | 97.9 | 28 | 0.9 | 6 | 0.2 | 1 | 0.0 |
| Visually Impaired | 50 | 0.0 | 45 | 90.0 | 5 | 10.0 | 0 | 0.0 | 0 | 0.0 |
| Other Health Impaired | 1,868 | 1.8 | 1,542 | 82.5 | 316 | 16.9 | 1 | 0.1 | 7 | 0.4 |
| Orthopedically Impaired | 102 | 0.1 | 71 | 69.6 | 30 | 29.4 | 0 | 0.0 | 0 | 0.0 |
| Traumatic Brain Injury | 32 | 0.0 | 20 | 62.5 | 12 | 37.5 | 0 | 0.0 | 0 | 0.0 |
| Autistic | 358 | 0.3 | 118 | 33.0 | 234 | 65.4 | 0 | 0.0 | 4 | 1.1 |
| Severely/Profoundly Mentally Disabled | 37 | 0.0 | 0 | 0.0 | 33 | 89.2 | 0 | 0.0 | 2 | 5.4 |
| Multihandicapped | 102 | 0.1 | 11 | 10.8 | 90 | 88.2 | 0 | 0.0 | 1 | 1.0 |
| Deaf-Blind | 1 | 0.0 | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| Trainable Mentally Disabled | 188 | 0.2 | 1 | 0.5 | 183 | 97.3 | 1 | 0.5 | 1 | 0.5 |
| Section 504 | 1,921 | 1.8 | 1,892 | 98.5 | 20 | 1.0 | 0 | 0.0 | 4 | 0.2 |

Notes: ¹The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of records on the school system's Masterbuild file at the time of the actual test administration.

²The "Number of Student Records" is the number of student test answer sheets scanned into SO2 files after the test administration.

³Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP). The Computerized Adaptive Testing System (CATS) is an accommodation and was piloted in 2001-02.

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership."

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2001-02 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs after August 16, 2002 are not included in this report.

Prepared by the DPI Division of Accountability/Assessment Services/Testing Section

**Table 15. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments,
Excluded Due to Limited English Proficiency, and Absent**
End-of-Grade 4 Reading

| Category | Membership | Reading | | | | | | | |
|---------------------------------------|------------|---------------|----------------|--|--|----------------------------|-----------------------------|---------------|----------------|
| | | Number Tested | Percent Tested | Number Alternate Assessments/Pilot NCCATS Accommodation* | Percent Alternate Assessments/Pilot NCCATS Accommodation | Number Excluded Due to LEP | Percent Excluded Due to LEP | Number Absent | Percent Absent |
| Total | 106,283 | 100,426 | 94.5 | 4,412 | 4.2 | 1,243 | 1.2 | 126 | 0.1 |
| Female | 51,966 | 49,799 | 95.8 | 1,400 | 2.7 | 593 | 1.1 | 58 | 0.1 |
| Male | 54,511 | 50,626 | 92.9 | 3,003 | 5.5 | 650 | 1.2 | 68 | 0.1 |
| Asian | 2,014 | 1,814 | 90.1 | 33 | 1.6 | 159 | 7.9 | 4 | 0.2 |
| Black | 32,620 | 30,226 | 92.7 | 2,223 | 6.8 | 48 | 0.1 | 42 | 0.1 |
| Hispanic | 6,050 | 4,860 | 80.3 | 199 | 3.3 | 965 | 16.0 | 10 | 0.2 |
| American Indian | 1,594 | 1,463 | 91.8 | 126 | 7.9 | 0 | 0.0 | 2 | 0.1 |
| Multi-Racial | 2,011 | 1,945 | 96.7 | 55 | 2.7 | 10 | 0.5 | 1 | 0.0 |
| White | 62,170 | 60,105 | 96.7 | 1,763 | 2.8 | 61 | 0.1 | 66 | 0.1 |
| Other | 13 | 12 | 92.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Title I | 48,058 | 44,823 | 93.3 | 2,414 | 5.0 | 652 | 1.4 | 55 | 0.1 |
| Schoolwide Program | 44,173 | 41,151 | 93.2 | 2,303 | 5.2 | 571 | 1.3 | 50 | 0.1 |
| Targeted Assistance | 3,799 | 3,620 | 95.3 | 106 | 2.8 | 55 | 1.4 | 4 | 0.1 |
| Migrant | 831 | 656 | 78.9 | 40 | 4.8 | 131 | 15.8 | 1 | 0.1 |
| Limited English Proficient (LEP) | 3,759 | 2,413 | 64.2 | 90 | 2.4 | 1,243 | 33.1 | 5 | 0.1 |
| All Students with Disabilities | 17,891 | 13,414 | 75.0 | 4,317 | 24.1 | 28 | 0.2 | 45 | 0.3 |
| Behaviorally-Emotionally Disabled | 1,113 | 822 | 73.9 | 274 | 24.6 | 1 | 0.1 | 9 | 0.8 |
| Hearing Impaired | 156 | 126 | 80.8 | 26 | 16.7 | 3 | 1.9 | 1 | 0.6 |
| Educable Mentally Disabled | 2,215 | 558 | 25.2 | 1,650 | 74.5 | 3 | 0.1 | 3 | 0.1 |
| Specific Learning Disabled | 7,778 | 6,382 | 82.1 | 1,332 | 17.1 | 13 | 0.2 | 13 | 0.2 |
| Speech-Language Impaired | 1,708 | 1,654 | 96.8 | 30 | 1.8 | 6 | 0.4 | 2 | 0.1 |
| Visually Impaired | 67 | 60 | 89.6 | 7 | 10.4 | 0 | 0.0 | 0 | 0.0 |
| Other Health Impaired | 1,960 | 1,598 | 81.5 | 347 | 17.7 | 0 | 0.0 | 7 | 0.4 |
| Orthopedically Impaired | 82 | 59 | 72.0 | 22 | 26.8 | 0 | 0.0 | 0 | 0.0 |
| Traumatic Brain Injury | 36 | 20 | 55.6 | 16 | 44.4 | 0 | 0.0 | 0 | 0.0 |
| Autistic | 365 | 128 | 35.1 | 234 | 64.1 | 1 | 0.3 | 1 | 0.3 |
| Severely/Profoundly Mentally Disabled | 46 | 0 | 0.0 | 42 | 91.3 | 0 | 0.0 | 3 | 6.5 |
| Multihandicapped | 103 | 5 | 4.9 | 98 | 95.1 | 0 | 0.0 | 0 | 0.0 |
| Deaf-Blind | 1 | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| Trainable Mentally Disabled | 218 | 3 | 1.4 | 210 | 96.3 | 0 | 0.0 | 4 | 1.8 |
| Section 504 | 2,043 | 1,999 | 97.8 | 28 | 1.4 | 1 | 0.0 | 2 | 0.1 |

Notes: * Alternate assessments include the North Carolina Alternate Assessment Academic Inventory (NCAAAI) and the North Carolina Alternate Assessment Portfolio (NCAAP). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Membership" because transfers and misadministrations are included in "Membership." "Membership" is the total number of students enrolled in the grade represented by the number of records on the school system's Masterbuild data file.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2001-02 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 16. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 4 Mathematics

| Category | Mathematics | | | | | | | | | |
|---|--|----------------------------|---------------|----------------|--|--|----------------------------|-----------------------------|---------------|----------------|
| | Number of Student Records ² | Percent of Student Records | Number Tested | Percent Tested | Number Alternate Assessments/Pilot NCCATS Accommodation ³ | Percent Alternate Assessments/Pilot NCCATS Accommodation | Number Excluded Due to LEP | Percent Excluded Due to LEP | Number Absent | Percent Absent |
| Total (Verified Membership=106,283 ¹) | 106,487 | 100.0 | 101,120 | 95.0 | 3,720 | 3.5 | 1,236 | 1.2 | 128 | 0.1 |
| Female | 51,966 | 48.8 | 49,949 | 96.1 | 1,249 | 2.4 | 591 | 1.1 | 61 | 0.1 |
| Male | 54,511 | 51.2 | 51,171 | 93.9 | 2,462 | 4.5 | 645 | 1.2 | 67 | 0.1 |
| Asian | 2,014 | 1.9 | 1,818 | 90.3 | 30 | 1.5 | 159 | 7.9 | 4 | 0.2 |
| Black | 32,620 | 30.6 | 30,526 | 93.6 | 1,924 | 5.9 | 48 | 0.1 | 41 | 0.1 |
| Hispanic | 6,050 | 5.7 | 4,918 | 81.3 | 149 | 2.5 | 958 | 15.8 | 9 | 0.1 |
| American Indian | 1,594 | 1.5 | 1,485 | 93.2 | 105 | 6.6 | 0 | 0.0 | 1 | 0.1 |
| Multi-Racial | 2,011 | 1.9 | 1,954 | 97.2 | 45 | 2.2 | 10 | 0.5 | 2 | 0.1 |
| White | 62,170 | 58.4 | 60,405 | 97.2 | 1,456 | 2.3 | 61 | 0.1 | 70 | 0.1 |
| Other | 13 | 0.0 | 12 | 92.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Title I | 48,058 | 45.1 | 45,236 | 94.1 | 2,002 | 4.2 | 650 | 1.4 | 58 | 0.1 |
| Schoolwide Program | 44,173 | 41.5 | 41,542 | 94.0 | 1,916 | 4.3 | 569 | 1.3 | 50 | 0.1 |
| Targeted Assistance | 3,799 | 3.6 | 3,637 | 95.7 | 85 | 2.2 | 55 | 1.4 | 7 | 0.2 |
| Migrant | 831 | 0.8 | 666 | 80.1 | 32 | 3.9 | 130 | 15.6 | 1 | 0.1 |
| Limited English Proficient (LEP) | 3,759 | 3.5 | 2,447 | 65.1 | 65 | 1.7 | 1,236 | 32.9 | 5 | 0.1 |
| All Students with Disabilities | 17,891 | 16.8 | 14,093 | 78.8 | 3,637 | 20.3 | 28 | 0.2 | 45 | 0.3 |
| Behaviorally-Emotionally Disabled | 1,113 | 1.0 | 859 | 77.2 | 238 | 21.4 | 1 | 0.1 | 7 | 0.6 |
| Hearing Impaired | 156 | 0.1 | 134 | 85.9 | 18 | 11.5 | 3 | 1.9 | 1 | 0.6 |
| Educable Mentally Disabled | 2,215 | 2.1 | 602 | 27.2 | 1,606 | 72.5 | 3 | 0.1 | 3 | 0.1 |
| Specific Learning Disabled | 7,778 | 7.3 | 6,937 | 89.2 | 779 | 10.0 | 13 | 0.2 | 11 | 0.1 |
| Speech-Language Impaired | 1,708 | 1.6 | 1,658 | 97.1 | 27 | 1.6 | 6 | 0.4 | 2 | 0.1 |
| Visually Impaired | 67 | 0.1 | 60 | 89.6 | 7 | 10.4 | 0 | 0.0 | 0 | 0.0 |
| Other Health Impaired | 1,960 | 1.8 | 1,628 | 83.1 | 314 | 16.0 | 0 | 0.0 | 9 | 0.5 |
| Orthopedically Impaired | 82 | 0.1 | 54 | 65.9 | 27 | 32.9 | 0 | 0.0 | 1 | 1.2 |
| Traumatic Brain Injury | 36 | 0.0 | 20 | 55.6 | 16 | 44.4 | 0 | 0.0 | 0 | 0.0 |
| Autistic | 365 | 0.3 | 129 | 35.3 | 232 | 63.6 | 1 | 0.3 | 2 | 0.5 |
| Severely/Profoundly Mentally Disabled | 46 | 0.0 | 0 | 0.0 | 42 | 91.3 | 0 | 0.0 | 3 | 6.5 |
| Multihandicapped | 103 | 0.1 | 4 | 3.9 | 99 | 96.1 | 0 | 0.0 | 0 | 0.0 |
| Deaf-Blind | 1 | 0.0 | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| Trainable Mentally Disabled | 218 | 0.2 | 3 | 1.4 | 210 | 96.3 | 0 | 0.0 | 4 | 1.8 |
| Section 504 | 2,043 | 1.9 | 2,005 | 98.1 | 21 | 1.0 | 1 | 0.0 | 2 | 0.1 |

Note: ¹The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of records on the school system's Masterbuild file at the time of the actual test administration.

²The "Number of Student Records" is the number of student test answer sheets scanned into SO2 files after the test administration.

³Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP). The Computerized Adaptive Testing System (CATS) is an accommodation and was piloted in 2001-02.

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership."

Some columns may not add up to the total due to misencoding or rounding. These data represent coding on the 2001-02 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 17. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 5 Reading

| Category | Reading | | | | | | | | | |
|---------------------------------------|--|----------------------------|---------------|----------------|--|--|----------------------------|-----------------------------|---------------|----------------|
| | Number of Student Records ² | Percent of Student Records | Number Tested | Percent Tested | Number Alternate Assessments/Pilot NCCATS Accommodation ³ | Percent Alternate Assessments/Pilot NCCATS Accommodation | Number Excluded Due to LEP | Percent Excluded Due to LEP | Number Absent | Percent Absent |
| Total (Verified Membership=106,767) | 106,986 | 100.0 | 100,294 | 93.7 | 5,111 | 4.8 | 1,149 | 1.1 | 115 | 0.1 |
| Female | 52,155 | 48.7 | 49,781 | 95.4 | 1,660 | 3.2 | 532 | 1.0 | 32 | 0.1 |
| Male | 54,827 | 51.2 | 50,510 | 92.1 | 3,450 | 6.3 | 617 | 1.1 | 83 | 0.2 |
| Asian | 1,930 | 1.8 | 1,764 | 91.4 | 36 | 1.9 | 124 | 6.4 | 2 | 0.1 |
| Black | 32,743 | 30.6 | 30,001 | 91.6 | 2,558 | 7.8 | 33 | 0.1 | 46 | 0.1 |
| Hispanic | 5,664 | 5.3 | 4,464 | 78.8 | 233 | 4.1 | 934 | 16.5 | 7 | 0.1 |
| American Indian | 1,594 | 1.5 | 1,441 | 90.4 | 148 | 9.3 | 2 | 0.1 | 1 | 0.1 |
| Multi-Racial | 1,836 | 1.7 | 1,743 | 94.9 | 76 | 4.1 | 6 | 0.3 | 3 | 0.2 |
| White | 63,201 | 59.1 | 60,866 | 96.3 | 2,058 | 3.3 | 50 | 0.1 | 56 | 0.1 |
| Other | 10 | 0.0 | 10 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Title I | 46,561 | 43.5 | 43,131 | 92.6 | 2,664 | 5.7 | 591 | 1.3 | 50 | 0.1 |
| Schoolwide Program | 42,892 | 40.1 | 39,668 | 92.5 | 2,530 | 5.9 | 530 | 1.2 | 43 | 0.1 |
| Targeted Assistance | 3,573 | 3.3 | 3,397 | 95.1 | 128 | 3.6 | 39 | 1.1 | 7 | 0.2 |
| Migrant | 622 | 0.6 | 464 | 74.6 | 42 | 6.8 | 112 | 18.0 | 2 | 0.3 |
| Limited English Proficient (LEP) | 3,381 | 3.2 | 2,103 | 62.2 | 109 | 3.2 | 1,149 | 34.0 | 2 | 0.1 |
| All Students with Disabilities | 18,655 | 17.4 | 13,465 | 72.2 | 5,030 | 27.0 | 30 | 0.2 | 44 | 0.2 |
| Behaviorally-Emotionally Disabled | 1,180 | 1.1 | 880 | 74.6 | 287 | 24.3 | 0 | 0.0 | 9 | 0.8 |
| Hearing Impaired | 191 | 0.2 | 145 | 75.9 | 45 | 23.6 | 1 | 0.5 | 0 | 0.0 |
| Educable Mentally Disabled | 2,408 | 2.3 | 569 | 23.6 | 1,820 | 75.6 | 7 | 0.3 | 3 | 0.1 |
| Specific Learning Disabled | 8,394 | 7.8 | 6,698 | 79.8 | 1,634 | 19.5 | 11 | 0.1 | 14 | 0.2 |
| Speech-Language Impaired | 921 | 0.9 | 883 | 95.9 | 26 | 2.8 | 3 | 0.3 | 1 | 0.1 |
| Visually Impaired | 68 | 0.1 | 59 | 86.8 | 7 | 10.3 | 1 | 1.5 | 0 | 0.0 |
| Other Health Impaired | 2,150 | 2.0 | 1,764 | 82.0 | 359 | 16.7 | 1 | 0.0 | 11 | 0.5 |
| Orthopedically Impaired | 73 | 0.1 | 51 | 69.9 | 21 | 28.8 | 0 | 0.0 | 1 | 1.4 |
| Traumatic Brain Injury | 43 | 0.0 | 24 | 55.8 | 19 | 44.2 | 0 | 0.0 | 0 | 0.0 |
| Autistic | 336 | 0.3 | 99 | 29.5 | 235 | 69.9 | 0 | 0.0 | 1 | 0.3 |
| Severely/Profoundly Mentally Disabled | 94 | 0.1 | 0 | 0.0 | 90 | 95.7 | 3 | 3.2 | 0 | 0.0 |
| Multihandicapped | 144 | 0.1 | 7 | 4.9 | 136 | 94.4 | 0 | 0.0 | 0 | 0.0 |
| Deaf-Blind | 2 | 0.0 | 0 | 0.0 | 2 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| Trainable Mentally Disabled | 320 | 0.3 | 1 | 0.3 | 314 | 98.1 | 2 | 0.6 | 0 | 0.0 |
| Section 504 | 2,331 | 2.2 | 2,285 | 98.0 | 35 | 1.5 | 1 | 0.0 | 4 | 0.2 |

Notes: ¹The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of records on the school system's Masterbuild file at the time of the actual test administration.

²The "Number of Student Records" is the number of student test answer sheets scanned into S02 files after the test administration.

³Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP). The Computerized Adaptive Testing System (CATS) is an accommodation and was piloted in 2001-02.

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership."

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2001-02 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 18. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 5 Mathematics

| Category | Mathematics | | | | | | | | | |
|---|--|----------------------------|---------------|----------------|--|--|----------------------------|-----------------------------|---------------|----------------|
| | Number of Student Records ² | Percent of Student Records | Number Tested | Percent Tested | Number Alternate Assessments/Pilot NCCATS Accommodation ³ | Percent Alternate Assessments/Pilot NCCATS Accommodation | Number Excluded Due to LEP | Percent Excluded Due to LEP | Number Absent | Percent Absent |
| Total (Verified Membership=106,767 ¹) | 106,986 | 100.0 | 101,125 | 94.5 | 4,282 | 4.0 | 1,141 | 1.1 | 124 | 0.1 |
| Female | 52,155 | 48.7 | 49,966 | 95.8 | 1,473 | 2.8 | 531 | 1.0 | 36 | 0.1 |
| Male | 54,827 | 51.2 | 51,156 | 93.3 | 2,808 | 5.1 | 610 | 1.1 | 88 | 0.2 |
| Asian | 1,930 | 1.8 | 1,776 | 92.0 | 27 | 1.4 | 121 | 6.3 | 2 | 0.1 |
| Black | 32,743 | 30.6 | 30,335 | 92.6 | 2,221 | 6.8 | 33 | 0.1 | 50 | 0.2 |
| Hispanic | 5,664 | 5.3 | 4,534 | 80.0 | 167 | 2.9 | 929 | 16.4 | 8 | 0.1 |
| American Indian | 1,594 | 1.5 | 1,471 | 92.3 | 117 | 7.3 | 2 | 0.1 | 3 | 0.2 |
| Multi-Racial | 1,836 | 1.7 | 1,754 | 95.5 | 64 | 3.5 | 6 | 0.3 | 4 | 0.2 |
| White | 63,201 | 59.1 | 61,241 | 96.9 | 1,684 | 2.7 | 50 | 0.1 | 57 | 0.1 |
| Other | 10 | 0.0 | 10 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Title I | 46,561 | 43.5 | 43,569 | 93.6 | 2,216 | 4.8 | 586 | 1.3 | 60 | 0.1 |
| Schoolwide Program | 42,892 | 40.1 | 40,075 | 93.4 | 2,109 | 4.9 | 526 | 1.2 | 53 | 0.1 |
| Targeted Assistance | 3,573 | 3.3 | 3,426 | 95.9 | 101 | 2.8 | 38 | 1.1 | 7 | 0.2 |
| Migrant | 622 | 0.6 | 471 | 75.7 | 38 | 6.1 | 111 | 17.8 | 2 | 0.3 |
| Limited English Proficient (LEP) | 3,381 | 3.2 | 2,144 | 63.4 | 80 | 2.4 | 1,141 | 33.7 | 1 | 0.0 |
| All Students with Disabilities | 18,655 | 17.4 | 14,286 | 76.6 | 4,212 | 22.6 | 29 | 0.2 | 48 | 0.3 |
| Behaviorally-Emotionally Disabled | 1,180 | 1.1 | 912 | 77.3 | 254 | 21.5 | 0 | 0.0 | 10 | 0.8 |
| Hearing Impaired | 191 | 0.2 | 152 | 79.6 | 38 | 19.9 | 1 | 0.5 | 0 | 0.0 |
| Educable Mentally Disabled | 2,408 | 2.3 | 615 | 25.5 | 1,772 | 73.6 | 7 | 0.3 | 5 | 0.2 |
| Specific Learning Disabled | 8,394 | 7.8 | 7,392 | 88.1 | 945 | 11.3 | 10 | 0.1 | 13 | 0.2 |
| Speech-Language Impaired | 921 | 0.9 | 884 | 96.0 | 25 | 2.7 | 3 | 0.3 | 2 | 0.2 |
| Visually Impaired | 68 | 0.1 | 60 | 88.2 | 6 | 8.8 | 1 | 1.5 | 0 | 0.0 |
| Other Health Impaired | 2,150 | 2.0 | 1,796 | 83.5 | 328 | 15.3 | 1 | 0.0 | 12 | 0.6 |
| Orthopedically Impaired | 73 | 0.1 | 50 | 68.5 | 22 | 30.1 | 0 | 0.0 | 1 | 1.4 |
| Traumatic Brain Injury | 43 | 0.0 | 26 | 60.5 | 17 | 39.5 | 0 | 0.0 | 0 | 0.0 |
| Autistic | 336 | 0.3 | 102 | 30.4 | 232 | 69.0 | 0 | 0.0 | 1 | 0.3 |
| Severely/Profoundly Mentally Disabled | 94 | 0.1 | 0 | 0.0 | 90 | 95.7 | 3 | 3.2 | 0 | 0.0 |
| Multihandicapped | 144 | 0.1 | 6 | 4.2 | 137 | 95.1 | 0 | 0.0 | 0 | 0.0 |
| Deaf-Blind | 2 | 0.0 | 0 | 0.0 | 2 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| Trainable Mentally Disabled | 320 | 0.3 | 1 | 0.3 | 314 | 98.1 | 2 | 0.6 | 0 | 0.0 |
| Section 504 | 2,331 | 2.2 | 2,290 | 98.2 | 30 | 1.3 | 1 | 0.0 | 4 | 0.2 |

Notes: ¹The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of records on the school system's Masterbuild file at the time of the actual test administration.

²The "Number of Student Records" is the number of student test answer sheets scanned into S02 files after the test administration.

³Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP). The Computerized Adaptive Testing System (CATS) is an accommodation and was piloted in 2001-02.

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership."

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2001-02 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section

Table 19. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 6 Reading

| Category | Reading | | | | | | | |
|--|--|----------------------------|---------------|----------------|--|--|----------------------------|-----------------------------|
| | Number of Student Records ² | Percent of Student Records | Number Tested | Percent Tested | Number Alternate Assessments/Pilot NCCATS Accommodation ³ | Percent Alternate Assessments/Pilot NCCATS Accommodation | Number Excluded Due to LEP | Percent Excluded Due to LEP |
| Total (Verified Membership=107,821¹) | 107,930 | 100.0 | 101,617 | 94.2 | 4,690 | 4.3 | 1,102 | 1.0 |
| Female | 52,082 | 48.3 | 49,832 | 95.7 | 1,529 | 2.9 | 534 | 1.0 |
| Male | 55,835 | 51.7 | 51,784 | 92.7 | 3,152 | 5.6 | 567 | 1.0 |
| Asian | 1,945 | 1.8 | 1,806 | 92.9 | 32 | 1.6 | 104 | 5.3 |
| Black | 33,103 | 30.7 | 30,422 | 91.9 | 2,445 | 7.4 | 41 | 0.1 |
| Hispanic | 5,231 | 4.8 | 4,109 | 78.6 | 191 | 3.7 | 901 | 17.2 |
| American Indian | 1,537 | 1.4 | 1,395 | 90.8 | 137 | 8.9 | 1 | 0.1 |
| Multi-Racial | 1,606 | 1.5 | 1,545 | 96.2 | 50 | 3.1 | 6 | 0.4 |
| White | 64,459 | 59.7 | 62,308 | 96.7 | 1,823 | 2.8 | 48 | 0.1 |
| Other | 32 | 0.0 | 31 | 96.9 | 0 | 0.0 | 1 | 3.1 |
| Title I | 19,016 | 17.6 | 17,561 | 92.3 | 1,130 | 5.9 | 244 | 1.3 |
| Schoolwide Program | 16,931 | 15.7 | 15,727 | 92.9 | 1,019 | 6.0 | 132 | 0.8 |
| Targeted Assistance | 1,786 | 1.7 | 1,640 | 91.8 | 101 | 5.7 | 24 | 1.3 |
| Migrant | 495 | 0.5 | 334 | 67.5 | 17 | 3.4 | 136 | 27.5 |
| Limited English Proficient (LEP) | 2,686 | 2.5 | 1,530 | 57.0 | 42 | 1.6 | 1,102 | 41.0 |
| All Students with Disabilities | 17,733 | 16.4 | 12,916 | 72.8 | 4,621 | 26.1 | 8 | 0.0 |
| Behaviorally-Emotionally Disabled | 1,351 | 1.3 | 1,011 | 74.8 | 303 | 22.4 | 0 | 0.0 |
| Hearing Impaired | 146 | 0.1 | 108 | 74.0 | 35 | 24.0 | 0 | 0.0 |
| Educable Mentally Disabled | 2,627 | 2.4 | 630 | 24.0 | 1,985 | 75.6 | 2 | 0.1 |
| Specific Learning Disabled | 8,441 | 7.8 | 7,019 | 83.2 | 1,334 | 15.8 | 6 | 0.1 |
| Speech-Language Impaired | 403 | 0.4 | 386 | 95.8 | 16 | 4.0 | 0 | 0.0 |
| Visually Impaired | 63 | 0.1 | 54 | 85.7 | 9 | 14.3 | 0 | 0.0 |
| Other Health Impaired | 2,110 | 2.0 | 1,760 | 83.4 | 320 | 15.2 | 0 | 0.0 |
| Orthopedically Impaired | 64 | 0.1 | 45 | 70.3 | 18 | 28.1 | 0 | 0.0 |
| Traumatic Brain Injury | 53 | 0.0 | 29 | 54.7 | 24 | 45.3 | 0 | 0.0 |
| Autistic | 279 | 0.3 | 72 | 25.8 | 204 | 73.1 | 0 | 0.0 |
| Severely/Profoundly Mentally Disabled | 36 | 0.0 | 1 | 2.8 | 30 | 83.3 | 0 | 0.0 |
| Multihandicapped | 111 | 0.1 | 3 | 2.7 | 106 | 95.5 | 0 | 0.0 |
| Deaf-Blind | 1 | 0.0 | 1 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| Trainable Mentally Disabled | 224 | 0.2 | 1 | 0.4 | 222 | 99.1 | 0 | 0.0 |
| Section 504 | 1,824 | 1.7 | 1,796 | 98.5 | 15 | 0.8 | 0 | 0.0 |

Notes: ¹The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of records on the school system's Masterbuild file at the time of the actual test administration.

²The "Number of Student Records" is the number of student test answer sheets scanned into SO2 files after the test administration.

³Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP). The Computerized Adaptive Testing System (CATS) is an accommodation and was piloted in 2001-02.

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership."

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2001-02 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 20. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 6 Mathematics

| Category | Mathematics | | | | | | | | | |
|--|--|----------------------------|---------------|----------------|--|--|----------------------------|-----------------------------|---------------|----------------|
| | Number of Student Records ² | Percent of Student Records | Number Tested | Percent Tested | Number Alternate Assessments/Pilot NCCATS Accommodation ³ | Percent Alternate Assessments/Pilot NCCATS Accommodation | Number Excluded Due to LEP | Percent Excluded Due to LEP | Number Absent | Percent Absent |
| Total (Verified Membership=107,821¹) | 107,930 | 100.0 | 102,060 | 94.6 | 4,222 | 3.9 | 1,099 | 1.0 | 342 | 0.3 |
| Female | 52,082 | 48.3 | 49,910 | 95.8 | 1,443 | 2.8 | 534 | 1.0 | 127 | 0.2 |
| Male | 55,835 | 51.7 | 52,148 | 93.4 | 2,770 | 5.0 | 564 | 1.0 | 215 | 0.4 |
| Asian | 1,945 | 1.8 | 1,811 | 93.1 | 27 | 1.4 | 104 | 5.3 | 3 | 0.2 |
| Black | 33,103 | 30.7 | 30,595 | 92.4 | 2,260 | 6.8 | 41 | 0.1 | 137 | 0.4 |
| Hispanic | 5,231 | 4.8 | 4,144 | 79.2 | 162 | 3.1 | 898 | 17.2 | 19 | 0.4 |
| American Indian | 1,537 | 1.4 | 1,410 | 91.7 | 120 | 7.8 | 1 | 0.1 | 6 | 0.4 |
| Multi-Racial | 1,606 | 1.5 | 1,548 | 96.4 | 46 | 2.9 | 6 | 0.4 | 3 | 0.2 |
| White | 64,459 | 59.7 | 62,518 | 97.0 | 1,597 | 2.5 | 48 | 0.1 | 171 | 0.3 |
| Other | 32 | 0.0 | 31 | 96.9 | 0 | 0.0 | 1 | 3.1 | 0 | 0.0 |
| Title I | 19,016 | 17.6 | 17,672 | 92.9 | 1,022 | 5.4 | 243 | 1.3 | 49 | 0.3 |
| Schoolwide Program | 16,931 | 15.7 | 15,830 | 93.5 | 912 | 5.4 | 131 | 0.8 | 42 | 0.2 |
| Targeted Assistance | 1,786 | 1.7 | 1,644 | 92.0 | 102 | 5.7 | 24 | 1.3 | 6 | 0.3 |
| Migrant | 495 | 0.5 | 340 | 68.7 | 15 | 3.0 | 135 | 27.3 | 1 | 0.2 |
| Limited English Proficient (LEP) | 2,686 | 2.5 | 1,540 | 57.3 | 35 | 1.3 | 1,099 | 40.9 | 8 | 0.3 |
| All Students with Disabilities | 17,733 | 16.4 | 13,357 | 75.3 | 4,158 | 23.4 | 8 | 0.0 | 108 | 0.6 |
| Behaviorally-Emotionally Disabled | 1,351 | 1.3 | 1,026 | 75.9 | 284 | 21.0 | 0 | 0.0 | 32 | 2.4 |
| Hearing Impaired | 146 | 0.1 | 111 | 76.0 | 32 | 21.9 | 0 | 0.0 | 0 | 0.0 |
| Educable Mentally Disabled | 2,627 | 2.4 | 659 | 25.1 | 1,949 | 74.2 | 2 | 0.1 | 11 | 0.4 |
| Specific Learning Disabled | 8,441 | 7.8 | 7,396 | 87.6 | 949 | 11.2 | 6 | 0.1 | 38 | 0.5 |
| Speech-Language Impaired | 403 | 0.4 | 386 | 95.8 | 16 | 4.0 | 0 | 0.0 | 0 | 0.0 |
| Visually Impaired | 63 | 0.1 | 56 | 88.9 | 7 | 11.1 | 0 | 0.0 | 0 | 0.0 |
| Other Health Impaired | 2,110 | 2.0 | 1,778 | 84.3 | 302 | 14.3 | 0 | 0.0 | 16 | 0.8 |
| Orthopedically Impaired | 64 | 0.1 | 46 | 71.9 | 17 | 26.6 | 0 | 0.0 | 1 | 1.6 |
| Traumatic Brain Injury | 53 | 0.0 | 27 | 50.9 | 24 | 45.3 | 0 | 0.0 | 2 | 3.8 |
| Autistic | 279 | 0.3 | 73 | 26.2 | 204 | 73.1 | 0 | 0.0 | 1 | 0.4 |
| Severely/Profoundly Mentally Disabled | 36 | 0.0 | 1 | 2.8 | 30 | 83.3 | 0 | 0.0 | 0 | 0.0 |
| Multihandicapped | 111 | 0.1 | 3 | 2.7 | 106 | 95.5 | 0 | 0.0 | 2 | 1.8 |
| Deaf-Blind | 1 | 0.0 | 1 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Trainable Mentally Disabled | 224 | 0.2 | 1 | 0.4 | 222 | 99.1 | 0 | 0.0 | 1 | 0.4 |
| Section 504 | 1,824 | 1.7 | 1,793 | 98.3 | 16 | 0.9 | 0 | 0.0 | 4 | 0.2 |

Notes: ¹The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of records on the school system's Masterbuild file at the time of the actual test administration.

²The "Number of Student Records" is the number of student test answer sheets scanned into SO2 files after the test administration.

³Alternate assessments include the Alternate Assessment Academic Inventory (AAAI) and the Alternate Assessment Portfolio (AAP). The Computerized Adaptive Testing System (CATS) is an accommodation and was piloted in 2001-02.

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Verified Membership" because transfers and misadministrations are included in "Verified Membership."

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2001-02 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs after August 16, 2002 are not included in this report.

Prepared by the North Carolina Department of Education, Division of Assessment and Accountability Services/Testing Section

Table 21. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 7 Reading

| Category | Membership | Reading | | | | | | | |
|---------------------------------------|------------|---------------|----------------|--|--|----------------------------|-----------------------------|---------------|----------------|
| | | Number Tested | Percent Tested | Number Alternate Assessments/Pilot NCCATS Accommodation* | Percent Alternate Assessments/Pilot NCCATS Accommodation | Number Excluded Due to LEP | Percent Excluded Due to LEP | Number Absent | Percent Absent |
| Total | 106,158 | 100,420 | 94.6 | 4,047 | 3.8 | 1,123 | 1.1 | 431 | 0.4 |
| Female | 52,181 | 49,995 | 95.8 | 1,336 | 2.6 | 514 | 1.0 | 181 | 0.3 |
| Male | 54,179 | 50,424 | 93.1 | 2,706 | 5.0 | 609 | 1.1 | 250 | 0.5 |
| Asian | 1,951 | 1,787 | 91.6 | 26 | 1.3 | 129 | 6.6 | 7 | 0.4 |
| Black | 32,245 | 29,759 | 92.3 | 2,147 | 6.7 | 44 | 0.1 | 187 | 0.6 |
| Hispanic | 5,048 | 3,970 | 78.6 | 149 | 3.0 | 890 | 17.6 | 26 | 0.5 |
| American Indian | 1,496 | 1,367 | 91.4 | 119 | 8.0 | 1 | 0.1 | 5 | 0.3 |
| Multi-Racial | 1,370 | 1,325 | 96.7 | 33 | 2.4 | 5 | 0.4 | 5 | 0.4 |
| White | 64,235 | 62,200 | 96.8 | 1,569 | 2.4 | 51 | 0.1 | 200 | 0.3 |
| Other | 15 | 12 | 80.0 | 0 | 0.0 | 2 | 13.3 | 0 | 0.0 |
| Title I | 16,826 | 15,500 | 92.1 | 967 | 5.7 | 225 | 1.3 | 43 | 0.3 |
| Schoolwide Program | 14,762 | 13,634 | 92.4 | 885 | 6.0 | 131 | 0.9 | 33 | 0.2 |
| Targeted Assistance | 1,818 | 1,708 | 93.9 | 71 | 3.9 | 18 | 1.0 | 10 | 0.6 |
| Migrant | 459 | 323 | 70.4 | 24 | 5.2 | 110 | 24.0 | 0 | 0.0 |
| Limited English Proficient (LEP) | 2,584 | 1,404 | 54.3 | 45 | 1.7 | 1,123 | 43.5 | 8 | 0.3 |
| All Students with Disabilities | 16,808 | 12,593 | 74.9 | 3,984 | 23.7 | 17 | 0.1 | 127 | 0.8 |
| Behaviorally-Emotionally Disabled | 1,365 | 1,065 | 78.0 | 253 | 18.5 | 0 | 0.0 | 42 | 3.1 |
| Hearing Impaired | 132 | 109 | 82.6 | 23 | 17.4 | 0 | 0.0 | 0 | 0.0 |
| Educable Mentally Disabled | 2,625 | 779 | 29.7 | 1,823 | 69.4 | 3 | 0.1 | 10 | 0.4 |
| Specific Learning Disabled | 8,110 | 6,959 | 85.8 | 1,035 | 12.8 | 10 | 0.1 | 50 | 0.6 |
| Speech-Language Impaired | 250 | 234 | 93.6 | 13 | 5.2 | 0 | 0.0 | 3 | 1.2 |
| Visually Impaired | 58 | 49 | 84.5 | 7 | 12.1 | 0 | 0.0 | 2 | 3.4 |
| Other Health Impaired | 1,905 | 1,629 | 85.5 | 258 | 13.5 | 1 | 0.1 | 9 | 0.5 |
| Orthopedically Impaired | 55 | 36 | 65.5 | 18 | 32.7 | 0 | 0.0 | 1 | 1.8 |
| Traumatic Brain Injury | 52 | 32 | 61.5 | 20 | 38.5 | 0 | 0.0 | 0 | 0.0 |
| Autistic | 214 | 84 | 39.3 | 130 | 60.7 | 0 | 0.0 | 0 | 0.0 |
| Severely/Profoundly Mentally Disabled | 64 | 0 | 0.0 | 59 | 92.2 | 1 | 1.6 | 2 | 3.1 |
| Multihandicapped | 95 | 7 | 7.4 | 86 | 90.5 | 0 | 0.0 | 2 | 2.1 |
| Deaf-Blind | 1 | 1 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Trainable Mentally Disabled | 247 | 1 | 0.4 | 245 | 99.2 | 0 | 0.0 | 1 | 0.4 |
| Section 504 | 1,635 | 1,608 | 98.3 | 14 | 0.9 | 2 | 0.1 | 5 | 0.3 |

Notes: *Alternate assessments include the North Carolina Alternate Assessment Academic Inventory (NCAAAI) and the North Carolina Alternate Assessment Portfolio (NCAAP). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Membership" because transfers and misadministrations are included in "Membership." "Membership" is the total number of students enrolled in the grade represented by the number of records on the school system's Masterbuild data file.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2001-02 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 22. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments,
Excluded Due to Limited English Proficiency, and Absent**
End-of-Grade 7 Mathematics

| Category | Membership | Mathematics | | | | | | |
|---|------------|---------------|----------------|--|--|----------------------------|-----------------------------|---------------|
| | | Number Tested | Percent Tested | Number Alternate Assessments/Pilot NCCATS Accommodation* | Percent Alternate Assessments/Pilot NCCATS Accommodation | Number Excluded Due to LEP | Percent Excluded Due to LEP | Number Absent |
| Total | 106,158 | 100,674 | 94.8 | 3,736 | 3.5 | 1,117 | 1.1 | 476 |
| Female | 52,181 | 50,032 | 95.9 | 1,269 | 2.4 | 511 | 1.0 | 204 |
| Male | 54,179 | 50,642 | 93.5 | 2,462 | 4.5 | 606 | 1.1 | 272 |
| Asian | 1,951 | 1,790 | 91.7 | 26 | 1.3 | 127 | 6.5 | 5 |
| Black | 32,245 | 29,855 | 92.6 | 2,027 | 6.3 | 44 | 0.1 | 199 |
| Hispanic | 5,048 | 3,991 | 79.1 | 135 | 2.7 | 886 | 17.6 | 22 |
| American Indian | 1,496 | 1,388 | 92.8 | 99 | 6.6 | 1 | 0.1 | 4 |
| Multi-Racial | 1,370 | 1,331 | 97.2 | 27 | 2.0 | 5 | 0.4 | 6 |
| White | 64,235 | 62,307 | 97.0 | 1,418 | 2.2 | 51 | 0.1 | 238 |
| Other | 15 | 12 | 80.0 | 0 | 0.0 | 2 | 13.3 | 1 |
| Title I | 16,826 | 15,577 | 92.6 | 870 | 5.2 | 222 | 1.3 | 52 |
| Schoolwide Program | 14,762 | 13,707 | 92.9 | 788 | 5.3 | 130 | 0.9 | 41 |
| Targeted Assistance | 1,818 | 1,712 | 94.2 | 71 | 3.9 | 16 | 0.9 | 11 |
| Migrant | 459 | 324 | 70.6 | 23 | 5.0 | 110 | 24.0 | 0 |
| Limited English Proficient (LEP) | 2,584 | 1,413 | 54.7 | 40 | 1.5 | 1,117 | 43.2 | 8 |
| All Students with Disabilities | 16,808 | 12,882 | 76.6 | 3,678 | 21.9 | 17 | 0.1 | 144 |
| Behaviorally-Emotionally Disabled | 1,365 | 1,069 | 78.3 | 243 | 17.8 | 0 | 0.0 | 47 |
| Hearing Impaired | 132 | 112 | 84.8 | 20 | 15.2 | 0 | 0.0 | 0 |
| Educable Mentally Disabled | 2,625 | 783 | 29.8 | 1,815 | 69.1 | 3 | 0.1 | 14 |
| Specific Learning Disabled | 8,110 | 7,226 | 89.1 | 764 | 9.4 | 10 | 0.1 | 55 |
| Speech-Language Impaired | 250 | 232 | 92.8 | 14 | 5.6 | 0 | 0.0 | 4 |
| Visually Impaired | 58 | 50 | 86.2 | 7 | 12.1 | 0 | 0.0 | 1 |
| Other Health Impaired | 1,905 | 1,647 | 86.5 | 238 | 12.5 | 1 | 0.1 | 11 |
| Orthopedically Impaired | 55 | 35 | 63.6 | 19 | 34.5 | 0 | 0.0 | 1 |
| Traumatic Brain Injury | 52 | 31 | 59.6 | 21 | 40.4 | 0 | 0.0 | 0 |
| Autistic | 214 | 80 | 37.4 | 134 | 62.6 | 0 | 0.0 | 0 |
| Severely/Profoundly Mentally Disabled | 64 | 0 | 0.0 | 59 | 92.2 | 1 | 1.6 | 2 |
| Multihandicapped | 95 | 7 | 7.4 | 86 | 90.5 | 0 | 0.0 | 2 |
| Deaf-Blind | 1 | 1 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| Trainable Mentally Disabled | 247 | 1 | 0.4 | 245 | 99.2 | 0 | 0.0 | 1 |
| Section 504 | 1,635 | 1,608 | 98.3 | 13 | 0.8 | 2 | 0.1 | 6 |

Notes: *Alternate assessments include the North Carolina Alternate Assessment Inventory (NCAAI) and the North Carolina Alternate Assessment Portfolio (NCAAP). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Membership" because transfers and misadministrations are included in "Membership." "Membership" is the total number of students enrolled in the grade represented by the number of records on the school system's Masterbuild data file.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2001-02 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 23. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 8 Reading

| Category | Membership | Reading | | | | | | |
|---|------------|---------------|----------------|---|--|----------------------------|-----------------------------|---------------|
| | | Number Tested | Percent Tested | Number Alternate Assessments/Pilot NCCATS Accommodation * | Percent Alternate Assessments/Pilot NCCATS Accommodation | Number Excluded Due to LEP | Percent Excluded Due to LEP | Number Absent |
| Total | 102,960 | 96,104 | 93.3 | 3,652 | 3.5 | 1,042 | 1.0 | 494 |
| Female | 50,148 | 48,101 | 95.9 | 1,225 | 2.4 | 503 | 1.0 | 195 |
| Male | 51,407 | 47,998 | 93.4 | 2,422 | 4.7 | 539 | 1.0 | 297 |
| Asian | 1,910 | 1,746 | 91.4 | 26 | 1.4 | 127 | 6.6 | 7 |
| Black | 29,996 | 27,793 | 92.7 | 1,903 | 6.3 | 36 | 0.1 | 198 |
| Hispanic | 4,463 | 3,484 | 78.1 | 109 | 2.4 | 821 | 18.4 | 29 |
| American Indian | 1,401 | 1,294 | 92.4 | 98 | 7.0 | 1 | 0.1 | 8 |
| Multi-Racial | 1,215 | 1,168 | 96.1 | 35 | 2.9 | 5 | 0.4 | 5 |
| White | 62,543 | 60,591 | 96.9 | 1,472 | 2.4 | 51 | 0.1 | 245 |
| Other | 21 | 20 | 95.2 | 0 | 0.0 | 1 | 4.8 | 0 |
| Title I | 16,306 | 15,054 | 92.3 | 896 | 5.5 | 198 | 1.2 | 63 |
| Schoolwide Program | 14,478 | 13,416 | 92.7 | 826 | 5.7 | 104 | 0.7 | 45 |
| Targeted Assistance | 1,589 | 1,492 | 93.9 | 63 | 4.0 | 12 | 0.8 | 17 |
| Migrant | 381 | 255 | 66.9 | 14 | 3.7 | 106 | 27.8 | 1 |
| Limited English Proficient (LEP) | 2,454 | 1,352 | 55.1 | 29 | 1.2 | 1,042 | 42.5 | 16 |
| All Students with Disabilities | 15,578 | 11,761 | 75.5 | 3,576 | 23.0 | 12 | 0.1 | 146 |
| Behaviorally-Emotionally Disabled | 1,375 | 1,096 | 79.7 | 222 | 16.1 | 0 | 0.0 | 53 |
| Hearing Impaired | 161 | 132 | 82.0 | 28 | 17.4 | 0 | 0.0 | 0 |
| Educable Mentally Disabled | 2,468 | 840 | 34.0 | 1,599 | 64.8 | 3 | 0.1 | 23 |
| Specific Learning Disabled | 7,426 | 6,495 | 87.5 | 841 | 11.3 | 4 | 0.1 | 51 |
| Speech-Language Impaired | 137 | 120 | 87.6 | 12 | 8.8 | 4 | 2.9 | 1 |
| Visually Impaired | 54 | 46 | 85.2 | 6 | 11.1 | 1 | 1.9 | 0 |
| Other Health Impaired | 1,719 | 1,482 | 86.2 | 220 | 12.8 | 0 | 0.0 | 7 |
| Orthopedically Impaired | 58 | 37 | 63.8 | 21 | 36.2 | 0 | 0.0 | 0 |
| Traumatic Brain Injury | 39 | 21 | 53.8 | 17 | 43.6 | 0 | 0.0 | 1 |
| Autistic | 198 | 42 | 21.2 | 154 | 77.8 | 0 | 0.0 | 0 |
| Severely/Profoundly Mentally Disabled | 74 | 0 | 0.0 | 71 | 95.9 | 0 | 0.0 | 3 |
| Multihandicapped | 109 | 8 | 7.3 | 98 | 89.9 | 0 | 0.0 | 1 |
| Deaf-Blind | 1 | 1 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| Trainable Mentally Disabled | 290 | 5 | 1.7 | 276 | 95.2 | 0 | 0.0 | 0 |
| Section 504 | 1,469 | 1,436 | 97.8 | 11 | 0.7 | 0 | 0.0 | 6 |

Notes: * Alternate assessments include the North Carolina Alternate Assessment Academic Inventory (NCAAAI) and the North Carolina Alternate Assessment Portfolio (NCAAP). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Membership" because transfers and misadministrations are included in "Membership." "Membership" is the total number of students enrolled in the grade represented by the number of records on the school system's Masterbuild data file.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2001-02 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 24. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments,
Excluded Due to Limited English Proficiency, and Absent**
End-of-Grade 8 Mathematics

| Category | Membership | Mathematics | | | | | | |
|---|------------|---------------|----------------|---|--|----------------------------|-----------------------------|---------------|
| | | Number Tested | Percent Tested | Number Alternate Assessments/Pilot NCCATS Accommodation * | Percent Alternate Assessments/Pilot NCCATS Accommodation | Number Excluded Due to LEP | Percent Excluded Due to LEP | Number Absent |
| Total | 102,960 | 96,325 | 93.6 | 3,402 | 3.3 | 1,034 | 1.0 | 531 |
| Female | 50,148 | 48,147 | 96.0 | 1,163 | 2.3 | 496 | 1.0 | 215 |
| Male | 51,407 | 48,170 | 93.7 | 2,234 | 4.3 | 538 | 1.0 | 314 |
| Asian | 1,910 | 1,749 | 91.6 | 25 | 1.3 | 123 | 6.4 | 9 |
| Black | 29,996 | 27,879 | 92.9 | 1,799 | 6.0 | 36 | 0.1 | 216 |
| Hispanic | 4,463 | 3,495 | 78.3 | 103 | 2.3 | 818 | 18.3 | 28 |
| American Indian | 1,401 | 1,300 | 92.8 | 92 | 6.6 | 1 | 0.1 | 7 |
| Multi-Racial | 1,215 | 1,169 | 96.2 | 31 | 2.6 | 5 | 0.4 | 9 |
| White | 62,543 | 60,700 | 97.1 | 1,345 | 2.2 | 50 | 0.1 | 260 |
| Other | 21 | 20 | 95.2 | 0 | 0.0 | 1 | 4.8 | 0 |
| Title I | 16,306 | 15,115 | 92.7 | 832 | 5.1 | 194 | 1.2 | 70 |
| Schoolwide Program | 14,478 | 13,471 | 93.0 | 767 | 5.3 | 100 | 0.7 | 53 |
| Targeted Assistance | 1,589 | 1,497 | 94.2 | 59 | 3.7 | 12 | 0.8 | 16 |
| Migrant | 381 | 258 | 67.7 | 12 | 3.1 | 105 | 27.6 | 1 |
| Limited English Proficient (LEP) | 2,454 | 1,364 | 55.6 | 26 | 1.1 | 1,034 | 42.1 | 16 |
| All Students with Disabilities | 15,578 | 11,996 | 77.0 | 3,330 | 21.4 | 12 | 0.1 | 161 |
| Behaviorally-Emotionally Disabled | 1,375 | 1,102 | 80.1 | 217 | 15.8 | 0 | 0.0 | 52 |
| Hearing Impaired | 161 | 132 | 82.0 | 28 | 17.4 | 0 | 0.0 | 0 |
| Educable Mentally Disabled | 2,468 | 862 | 34.9 | 1,572 | 63.7 | 3 | 0.1 | 28 |
| Specific Learning Disabled | 7,426 | 6,696 | 90.2 | 638 | 8.6 | 4 | 0.1 | 56 |
| Speech-Language Impaired | 137 | 120 | 87.6 | 12 | 8.8 | 4 | 2.9 | 1 |
| Visually Impaired | 54 | 45 | 83.3 | 7 | 13.0 | 1 | 1.9 | 0 |
| Other Health Impaired | 1,719 | 1,487 | 86.5 | 210 | 12.2 | 0 | 0.0 | 13 |
| Orthopedically Impaired | 58 | 39 | 67.2 | 19 | 32.8 | 0 | 0.0 | 0 |
| Traumatic Brain Injury | 39 | 21 | 53.8 | 17 | 43.6 | 0 | 0.0 | 1 |
| Autistic | 198 | 39 | 19.7 | 157 | 79.3 | 0 | 0.0 | 0 |
| Severely/Profoundly Mentally Disabled | 74 | 0 | 0.0 | 71 | 95.9 | 0 | 0.0 | 3 |
| Multihandicapped | 109 | 8 | 7.3 | 98 | 89.9 | 0 | 0.0 | 1 |
| Deaf-Blind | 1 | 1 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| Trainable Mentally Disabled | 290 | 5 | 1.7 | 276 | 95.2 | 0 | 0.0 | 0 |
| Section 504 | 1,469 | 1,439 | 98.0 | 8 | 0.5 | 0 | 0.0 | 6 |

Notes: * Alternate assessments include the North Carolina Alternate Assessment Academic Inventory (NCAAAI) and the North Carolina Alternate Assessment Portfolio (NCAAP). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.

Data for "Number Tested," "Alternate Assessments," "LEP," and "Absent" do not equal "Membership" because transfers and misadministrations are included in "Membership." "Membership" is the total number of students enrolled in the grade represented by the number of records on the school system's Masterbuild data file.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2001-02 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 25. 2001-02 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 3 Students

| | <u>N¹</u> | <u>Percent</u> | <u>Percent At or Above Level III in Both Reading and Mathematics²</u> | <u>Average Scale Score Reading</u> | <u>Average Scale Score Mathematics³</u> |
|---|----------------------|----------------|--|------------------------------------|--|
| All Students | 100,105 | 100.0 | 71.4 | 147.8 | 251.4 |
| Gender | | | | | |
| Male | 50,585 | 50.5 | 70.2 | 147.2 | 251.5 |
| Female | 49,520 | 49.5 | 72.7 | 148.5 | 251.3 |
| Ethnic Group | | | | | |
| American Indian | 1,469 | 1.5 | 60.7 | 144.9 | 248.8 |
| Asian | 1,844 | 1.8 | 78.4 | 149.3 | 254.0 |
| Black | 30,603 | 30.6 | 52.5 | 143.7 | 247.2 |
| Hispanic | 5,213 | 5.2 | 59.7 | 144.2 | 249.1 |
| Multi-Racial | 2,167 | 2.2 | 73.2 | 148.1 | 251.6 |
| White | 58,799 | 58.7 | 82.2 | 150.3 | 253.8 |
| Other | 8 | 0.0 | * | * | * |
| Not coded | 2 | 0.0 | * | * | * |
| Parental Education | | | | | |
| Did not finish high school | 10,998 | 11.0 | 44.9 | 141.6 | 246.4 |
| High school graduate | 45,725 | 45.7 | 64.0 | 145.7 | 249.5 |
| Trade/business school | 4,626 | 4.6 | 75.5 | 148.2 | 251.6 |
| Community college | 13,105 | 13.1 | 79.3 | 149.1 | 252.4 |
| Four-year college degree | 21,458 | 21.4 | 90.8 | 153.1 | 256.3 |
| Graduate school | 3,984 | 4.0 | 95.4 | 156.0 | 259.1 |
| Not coded | 209 | 0.2 | 60.4 | 145.4 | 248.8 |
| Hours of Homework (per week) | | | | | |
| None assigned | 1,952 | 1.9 | 43.8 | 141.9 | 246.3 |
| 1 hour or less | 30,489 | 30.5 | 68.3 | 146.8 | 250.3 |
| 1 to 3 hours | 28,905 | 28.9 | 74.1 | 148.5 | 251.9 |
| More than 3, less than 5 hours | 17,717 | 17.7 | 75.2 | 149.0 | 252.6 |
| Between 5-10 hours | 13,557 | 13.5 | 77.4 | 149.5 | 253.1 |
| More than 10 hours | 5,210 | 5.2 | 69.2 | 147.2 | 251.0 |
| Assigned but not done | 1,511 | 1.5 | 33.1 | 139.1 | 244.6 |
| Not coded | 764 | 0.8 | 58.2 | 144.4 | 248.0 |
| Hours Watching TV (each school day) | | | | | |
| No TV watched each day | 8,865 | 8.9 | 62.5 | 146.4 | 250.1 |
| 1 hour | 35,988 | 36.0 | 73.7 | 148.4 | 251.9 |
| 2 hours | 21,176 | 21.2 | 74.8 | 148.6 | 252.3 |
| 3 hours | 13,873 | 13.9 | 74.2 | 148.2 | 251.9 |
| Between 4 and 5 hours | 9,565 | 9.6 | 72.2 | 147.7 | 251.4 |
| More than 6 hours | 9,667 | 9.7 | 60.1 | 145.0 | 248.9 |
| Not coded | 971 | 1.0 | 57.8 | 144.4 | 248.0 |
| Free Time Spent Reading in a Week | | | | | |
| None | 6,273 | 6.3 | 56.7 | 144.2 | 248.5 |
| About 30 minutes | 49,130 | 49.1 | 67.7 | 146.6 | 250.4 |
| About one hour | 21,778 | 21.8 | 76.9 | 149.2 | 252.7 |
| Between 1 and 2 hours | 12,613 | 12.6 | 81.9 | 150.9 | 254.2 |
| More than 2 hours | 9,199 | 9.2 | 74.9 | 149.6 | 252.6 |
| Not coded | 1,112 | 1.1 | 59.1 | 144.9 | 248.4 |
| Read and write answers to teacher's questions for reading homework | | | | | |
| Yes | 55,449 | 55.4 | 71.1 | 147.8 | 251.4 |
| We read but do not have questions to answer for reading homework | | | | | |
| Yes | 26,769 | 26.7 | 77.3 | 149.3 | 252.9 |
| We choose what to read and report back to teacher or class | | | | | |
| Yes | 26,690 | 26.7 | 71.7 | 148.1 | 251.8 |
| We choose what to read but do not report back to teacher or class | | | | | |
| Yes | 17,250 | 17.2 | 76.0 | 149.1 | 252.9 |
| Other kinds of reading work for homework | | | | | |
| Yes | 31,348 | 31.3 | 78.1 | 149.2 | 252.7 |

Notes: ¹ "N" is the number of students who took the end-of-grade test in reading.

² The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

³ The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 25. 2001-02 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 3 Students (continued)**

| | N ¹ | Percent | Percent At or Above Level III in Both Reading and Mathematics ² | Average Scale Score Reading | Average Scale Score Mathematics ³ |
|---|----------------|---------|--|-----------------------------------|--|
| <u>Solve Mathematics Problems</u> | | | | | |
| Not asked for explanation of solution | 1,878 | 1.9 | 54.9 | 144.2 | 248.4 |
| Once or twice a month asked for solution | 5,629 | 5.6 | 66.1 | 146.7 | 250.7 |
| About once a week asked for solution | 13,694 | 13.7 | 71.5 | 148.0 | 251.7 |
| Almost everyday asked for solution | 77,037 | 77.0 | 72.5 | 148.0 | 251.6 |
| Not coded | 1,867 | 1.9 | 58.1 | 144.5 | 248.2 |
| <u>Calculator Use in Math Class</u> | | | | | |
| Never use | 6,245 | 6.2 | 61.0 | 146.0 | 249.6 |
| Hardly ever use | 39,372 | 39.3 | 76.1 | 148.9 | 252.2 |
| 1-2 times per month | 14,920 | 14.9 | 74.1 | 148.4 | 252.2 |
| 1-2 times per week | 23,453 | 23.4 | 71.5 | 147.7 | 251.4 |
| Almost every day | 14,863 | 14.8 | 61.8 | 145.6 | 249.7 |
| Not coded | 1,252 | 1.3 | 55.5 | 144.3 | 248.0 |
| <u>Computer Use at Home</u> | | | | | |
| Almost every day | 6,403 | 6.4 | 49.6 | 143.2 | 247.5 |
| 1-2 times per week | 7,613 | 7.6 | 67.8 | 147.0 | 250.8 |
| 1-2 times per month | 6,913 | 6.9 | 80.0 | 150.2 | 253.8 |
| Hardly ever | 26,413 | 26.4 | 77.4 | 149.5 | 253.0 |
| Never (owns computer) | 32,760 | 32.7 | 78.2 | 149.1 | 252.5 |
| No computer at home | 18,692 | 18.7 | 57.7 | 144.4 | 248.3 |
| Not coded | 1,311 | 1.3 | 58.0 | 144.7 | 248.5 |
| <u>Testing Cycle</u> | | | | | |
| Traditional, regular program | 93,647 | 93.5 | 71.3 | 147.8 | 251.4 |
| Year-round school | 6,161 | 6.2 | 72.5 | 148.5 | 251.9 |
| Not coded | 297 | 0.3 | 73.4 | 147.8 | 251.4 |
| <u>Student Took Makeup Test</u> | | | | | |
| Yes | 2,213 | 2.2 | 60.6 | 145.2 | 249.6 |
| <u>Misadministration</u> | | | | | |
| Yes | 396 | 0.4 | 56.6 | 144.9 | 249.3 |
| <u>National School Lunch Program</u> | | | | | |
| Not eligible | 49,246 | 49.2 | 84.3 | 151.0 | 254.3 |
| Reduced price | 8,949 | 8.9 | 67.8 | 146.5 | 250.0 |
| Free lunch | 35,989 | 36.0 | 53.5 | 143.6 | 247.7 |
| Information not available | 4,782 | 4.8 | 79.1 | 149.7 | 252.9 |
| School not participating | 1,091 | 1.1 | 73.0 | 148.9 | 251.7 |
| Not coded | 48 | 0.0 | 75.8 | 145.8 | 248.7 |

Notes: ¹ "N" is the number of students who took the end-of-grade test in reading.

² The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

³ The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 26. 2001-02 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 4 Students

| | N ¹ | Percent | Percent At or Above Level III in Both Reading and Mathematics ² | Average Scale Score Reading | Average Scale Score Mathematics ³ |
|--|----------------|---------|--|-----------------------------------|--|
| All Students | 100,426 | 100.0 | 75.0 | 150.8 | 256.5 |
| <u>Gender</u> | | | | | |
| Male | 50,626 | 50.4 | 72.2 | 150.1 | 256.5 |
| Female | 49,799 | 49.6 | 77.8 | 151.5 | 256.6 |
| Not coded | 1 | 0.0 | * | * | * |
| <u>Ethnic Group</u> | | | | | |
| American Indian | 1,463 | 1.5 | 64.9 | 147.5 | 253.3 |
| Asian | 1,814 | 1.8 | 83.1 | 152.9 | 260.1 |
| Black | 30,226 | 30.1 | 57.9 | 146.4 | 252.1 |
| Hispanic | 4,860 | 4.8 | 65.3 | 147.5 | 254.3 |
| Multi-Racial | 1,945 | 1.9 | 78.0 | 151.2 | 256.6 |
| White | 60,105 | 59.9 | 84.3 | 153.3 | 258.9 |
| Other | 12 | 0.0 | * | * | * |
| Not coded | 1 | 0.0 | * | * | * |
| <u>Parental Education</u> | | | | | |
| Did not finish high school | 10,190 | 10.1 | 49.9 | 144.5 | 251.3 |
| High school graduate | 45,463 | 45.3 | 68.1 | 148.5 | 254.3 |
| Trade/business school | 4,752 | 4.7 | 78.1 | 150.8 | 256.3 |
| Community college | 13,767 | 13.7 | 81.6 | 152.0 | 257.4 |
| Four-year college degree | 21,728 | 21.6 | 92.1 | 156.2 | 261.6 |
| Graduate school | 4,372 | 4.4 | 96.5 | 159.5 | 265.0 |
| Not coded | 154 | 0.2 | 72.9 | 149.7 | 255.1 |
| <u>Hours of Homework (per week)</u> | | | | | |
| None assigned | 1,232 | 1.2 | 49.8 | 144.8 | 251.1 |
| 1 hour or less | 28,377 | 28.3 | 68.5 | 148.9 | 254.4 |
| 1 to 3 hours | 33,285 | 33.1 | 77.8 | 151.4 | 256.9 |
| More than 3, less than 5 hours | 17,541 | 17.5 | 79.5 | 152.4 | 258.3 |
| Between 5-10 hours | 14,027 | 14.0 | 81.9 | 152.9 | 258.9 |
| More than 10 hours | 4,149 | 4.1 | 74.7 | 150.6 | 256.8 |
| Assigned but not done | 1,027 | 1.0 | 36.3 | 141.8 | 248.8 |
| Not coded | 788 | 0.8 | 59.7 | 147.2 | 252.7 |
| <u>Hours Watching TV (each school day)</u> | | | | | |
| No TV watched each day | 6,748 | 6.7 | 69.4 | 150.3 | 255.9 |
| 1 hour | 33,259 | 33.1 | 76.6 | 151.5 | 257.1 |
| 2 hours | 23,447 | 23.3 | 79.4 | 151.9 | 257.6 |
| 3 hours | 15,769 | 15.7 | 77.5 | 151.1 | 256.8 |
| Between 4 and 5 hours | 10,947 | 10.9 | 74.3 | 150.1 | 255.9 |
| More than 6 hours | 9,321 | 9.3 | 60.4 | 146.8 | 252.9 |
| Not coded | 935 | 0.9 | 60.4 | 147.3 | 252.7 |
| <u>Free Time Spent Reading in a Week</u> | | | | | |
| None | 6,424 | 6.4 | 57.6 | 146.4 | 252.7 |
| About 30 minutes | 45,609 | 45.4 | 69.6 | 149.1 | 255.1 |
| About one hour | 23,996 | 23.9 | 80.8 | 152.3 | 257.9 |
| Between 1 and 2 hours | 14,697 | 14.6 | 86.1 | 154.3 | 259.5 |
| More than 2 hours | 8,650 | 8.6 | 83.2 | 153.9 | 258.6 |
| Not coded | 1,050 | 1.0 | 60.3 | 147.3 | 252.8 |
| <u>Read and write answers to teacher's questions for reading homework</u> | | | | | |
| Yes | 55,885 | 55.6 | 75.5 | 151.0 | 256.7 |
| <u>We read but do not have questions to answer for reading homework</u> | | | | | |
| Yes | 25,485 | 25.4 | 80.8 | 152.5 | 258.3 |
| <u>We choose what to read and report back to teacher or class</u> | | | | | |
| Yes | 23,931 | 23.8 | 76.7 | 151.6 | 257.4 |
| <u>We choose what to read but do not report back to teacher or class</u> | | | | | |
| Yes | 16,217 | 16.1 | 80.0 | 152.6 | 258.6 |
| <u>Other kinds of reading work for homework</u> | | | | | |
| Yes | 36,007 | 35.9 | 79.5 | 152 | 257.7 |

Notes: ¹"N" is the number of students who took the end-of-grade test in reading.

²The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

³The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 26. 2001-02 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 4 Students (continued)**

| | <u>N¹</u> | <u>Percent</u> | <u>Percent At or Above Level III in Both Reading and Mathematics²</u> | <u>Average Scale Score Reading</u> | <u>Average Scale Score Mathematics³</u> |
|---|----------------------|----------------|--|--|--|
| <u>Solve Math Problems</u> | | | | | |
| Not asked for explanation of solution | 1,291 | 1.3 | 56.1 | 146.4 | 252.4 |
| Once or twice a month asked for solution | 4,292 | 4.3 | 70.2 | 149.8 | 255.5 |
| About once a week asked for solution | 12,401 | 12.3 | 76.2 | 151.1 | 256.8 |
| Almost everyday asked for solution | 80,913 | 80.6 | 75.7 | 151.0 | 256.7 |
| Not coded | 1,529 | 1.5 | 57.7 | 146.7 | 252.5 |
| <u>Calculator Use in Math Class</u> | | | | | |
| Never use | 5,056 | 5.0 | 64.1 | 148.6 | 254.1 |
| Hardly ever use | 38,031 | 37.9 | 75.8 | 150.9 | 256.4 |
| 1-2 times per month | 14,248 | 14.2 | 80.0 | 152.3 | 258.0 |
| 1-2 times per week | 26,679 | 26.6 | 76.4 | 151.1 | 257.0 |
| Almost every day | 15,274 | 15.2 | 70.4 | 149.5 | 255.8 |
| Not coded | 1,138 | 1.1 | 60.4 | 147.2 | 252.8 |
| <u>Computer Use at Home</u> | | | | | |
| Almost every day | 5,249 | 5.2 | 60.1 | 147.4 | 253.4 |
| 1-2 times per week | 9,038 | 9.0 | 76.3 | 151.3 | 257.0 |
| 1-2 times per month | 11,878 | 11.8 | 85.2 | 154.1 | 259.8 |
| Hardly ever | 29,444 | 29.3 | 80.0 | 152.4 | 258.1 |
| Never (owns computer) | 26,607 | 26.5 | 76.7 | 150.7 | 256.3 |
| No computer at home | 17,046 | 17.0 | 61.3 | 147.0 | 253.0 |
| Not coded | 1,164 | 1.2 | 61.7 | 147.6 | 253.2 |
| <u>Testing Cycle</u> | | | | | |
| Traditional, regular program | 93,816 | 93.4 | 75.1 | 150.8 | 256.5 |
| Year-round school | 6,161 | 6.1 | 74.9 | 151.4 | 256.9 |
| Not coded | 449 | 0.4 | 64.8 | 148.3 | 253.9 |
| <u>Student Took Makeup Test</u> | | | | | |
| Yes | 2,388 | 2.4 | 65.5 | 148.6 | 254.6 |
| <u>Misadministration</u> | | | | | |
| Yes | 403 | 0.4 | 63.7 | 147.6 | 254.0 |
| <u>National School Lunch Program</u> | | | | | |
| Not eligible | 50,339 | 50.1 | 86.3 | 154.0 | 259.5 |
| Reduced price | 8,915 | 8.9 | 72.5 | 149.3 | 255.1 |
| Free lunch | 35,069 | 34.9 | 58.3 | 146.4 | 252.5 |
| Information not available | 4,924 | 4.9 | 81.9 | 152.5 | 257.9 |
| School not participating | 1,149 | 1.1 | 79.9 | 152.4 | 257.5 |
| Not coded | 30 | 0.0 | 65.0 | 148.7 | 254.6 |

Notes: ¹"N" is the number of students who took the end-of-grade test in reading.

²The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

³The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 27. 2001-02 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 5 Students**

| | N ¹ | Percent | Percent At or Above Level III in Both Reading and Mathematics ² | Average Scale Score Reading | Average Scale Score Mathematics ³ |
|---|----------------|---------|--|-----------------------------------|--|
| All Students | 100,294 | 100.0 | 80.7 | 156.3 | 260.8 |
| Gender | | | | | |
| Male | 50,510 | 50.4 | 78.6 | 155.7 | 260.7 |
| Female | 49,781 | 49.6 | 82.8 | 156.8 | 260.9 |
| Not coded | 3 | 0.0 | * | * | * |
| Ethnic Group | | | | | |
| American Indian | 1,441 | 1.4 | 65.9 | 152.3 | 256.2 |
| Asian | 1,764 | 1.8 | 85.8 | 157.6 | 265.0 |
| Black | 30,001 | 29.9 | 66.0 | 152.4 | 255.9 |
| Hispanic | 4,464 | 4.5 | 71.8 | 153.3 | 257.9 |
| Multi-Racial | 1,743 | 1.7 | 85.0 | 157.1 | 260.9 |
| White | 60,866 | 60.7 | 88.7 | 158.4 | 263.4 |
| Other | 10 | 0.0 | * | * | * |
| Not coded | 5 | 0.0 | * | * | * |
| Parental Education | | | | | |
| Did not finish high school | 10,250 | 10.2 | 56.9 | 150.5 | 254.4 |
| High school graduate | 43,902 | 43.8 | 74.7 | 154.2 | 258.0 |
| Trade/business school | 4,734 | 4.7 | 84.4 | 156.4 | 260.6 |
| Community college | 13,792 | 13.8 | 87.3 | 157.4 | 261.7 |
| Four-year college degree | 22,547 | 22.5 | 94.6 | 160.7 | 266.6 |
| Graduate school | 4,804 | 4.8 | 98.0 | 163.3 | 270.7 |
| Not coded | 265 | 0.3 | 73.9 | 155.6 | 260.1 |
| Hours of Homework (per week) | | | | | |
| None assigned | 968 | 1.0 | 57.7 | 150.7 | 254.5 |
| 1 hour or less | 25,789 | 25.7 | 73.2 | 154.3 | 257.9 |
| 1 to 3 hours | 38,577 | 38.5 | 82.6 | 156.5 | 260.9 |
| More than 3, less than 5 hours | 17,095 | 17.0 | 85.8 | 157.9 | 263.3 |
| Between 5-10 hours | 13,246 | 13.2 | 87.6 | 158.4 | 264.0 |
| More than 10 hours | 3,020 | 3.0 | 81.0 | 156.3 | 261.4 |
| Assigned but not done | 862 | 0.9 | 42.1 | 148.1 | 252.0 |
| Not coded | 737 | 0.7 | 70.1 | 153.7 | 256.1 |
| Hours Watching TV (each school day) | | | | | |
| No TV watched each day | 5,132 | 5.1 | 76.3 | 156.2 | 260.8 |
| 1 hour | 28,642 | 28.6 | 82.4 | 157.0 | 261.8 |
| 2 hours | 25,622 | 25.5 | 84.5 | 157.3 | 262.1 |
| 3 hours | 18,616 | 18.6 | 82.2 | 156.3 | 260.7 |
| Between 4 and 5 hours | 12,690 | 12.7 | 78.8 | 155.2 | 259.4 |
| More than 6 hours | 8,742 | 8.7 | 67.2 | 152.6 | 256.1 |
| Not coded | 850 | 0.8 | 68.6 | 153.5 | 256.1 |
| Free Time Spent Reading in a Week | | | | | |
| None | 6,480 | 6.5 | 65.2 | 152.4 | 256.5 |
| About 30 minutes | 45,416 | 45.3 | 76.0 | 154.8 | 259.1 |
| About one hour | 24,833 | 24.8 | 85.7 | 157.5 | 262.4 |
| Between 1 and 2 hours | 15,069 | 15.0 | 89.9 | 159.1 | 264.0 |
| More than 2 hours | 7,490 | 7.5 | 88.4 | 159.3 | 263.3 |
| Not coded | 1,006 | 1.0 | 71.3 | 153.7 | 256.6 |
| Read and write answers to teacher's questions for reading homework | | | | | |
| Yes | 57,130 | 57.0 | 81.3 | 156.5 | 261.1 |
| We read but do not have questions to answer for reading homework | | | | | |
| Yes | 22,788 | 22.7 | 85.8 | 157.7 | 262.9 |
| We choose what to read and report back to teacher or class | | | | | |
| Yes | 22,064 | 22.0 | 83.5 | 157.4 | 262.5 |
| We choose what to read but do not report back to teacher or class | | | | | |
| Yes | 15,228 | 15.2 | 86.4 | 158.2 | 263.6 |
| Other kinds of reading work for homework | | | | | |
| Yes | 40,526 | 40.4 | 84.3 | 157.2 | 262 |

Notes: ¹"N" is the number of students who took the end-of-grade test in reading.

²The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

³The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 27. 2001-02 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 5 Students (continued)**

| | <u>N¹</u> | <u>Percent</u> | <u>Percent At or Above Level III in Both Reading and Mathematics²</u> | <u>Average Scale Score Reading</u> | <u>Average Scale Score Mathematics³</u> |
|---|----------------------|----------------|--|--|--|
| <u>Solve Math Problems</u> | | | | | |
| Not asked for explanation of solution | 1,039 | 1.0 | 64.5 | 152.7 | 256.0 |
| Once or twice a month asked for solution | 3,547 | 3.5 | 76.5 | 155.1 | 259.4 |
| About once a week asked for solution | 11,816 | 11.8 | 80.1 | 156.1 | 260.7 |
| Almost everyday asked for solution | 82,588 | 82.3 | 81.3 | 156.4 | 261.0 |
| Not coded | 1,304 | 1.3 | 68.5 | 153.3 | 256.4 |
| <u>Calculator Use in Math Class</u> | | | | | |
| Never use | 2,764 | 2.8 | 68.7 | 153.8 | 257.3 |
| Hardly ever use | 24,732 | 24.7 | 78.7 | 155.8 | 259.8 |
| 1-2 times per month | 12,138 | 12.1 | 85.7 | 157.8 | 262.6 |
| 1-2 times per week | 33,772 | 33.7 | 82.6 | 156.7 | 261.5 |
| Almost every day | 25,940 | 25.9 | 79.4 | 155.7 | 260.6 |
| Not coded | 948 | 0.9 | 69.3 | 153.6 | 256.3 |
| <u>Computer Use at Home</u> | | | | | |
| Almost every day | 4,937 | 4.9 | 69.1 | 154.0 | 258.1 |
| 1-2 times per week | 11,329 | 11.3 | 82.5 | 157.1 | 262.3 |
| 1-2 times per month | 16,675 | 16.6 | 90.3 | 159.1 | 264.6 |
| Hardly ever | 30,211 | 30.1 | 85.1 | 157.4 | 262.2 |
| Never (owns computer) | 20,063 | 20.0 | 79.2 | 155.3 | 259.1 |
| No computer at home | 16,101 | 16.1 | 67.2 | 152.7 | 256.3 |
| Not coded | 978 | 1.0 | 69.2 | 153.6 | 256.3 |
| <u>Testing Cycle</u> | | | | | |
| Traditional, regular program | 93,845 | 93.6 | 80.6 | 156.2 | 260.7 |
| Year-round school | 5,607 | 5.6 | 83.0 | 157.0 | 261.8 |
| Not coded | 842 | 0.8 | 76.5 | 155.3 | 259.3 |
| <u>Student Took Makeup Test</u> | | | | | |
| Yes | 2,027 | 2.0 | 72.5 | 154.4 | 258.8 |
| <u>Misadministration</u> | | | | | |
| Yes | 456 | 0.5 | 71.3 | 153.5 | 256.9 |
| <u>National School Lunch Program</u> | | | | | |
| Not eligible | 51,240 | 51.1 | 90.5 | 159.0 | 264.2 |
| Reduced price | 8,606 | 8.6 | 77.8 | 154.8 | 258.7 |
| Free lunch | 34,007 | 33.9 | 65.6 | 152.3 | 256.0 |
| Information not available | 5,075 | 5.1 | 86.4 | 157.8 | 262.2 |
| School not participating | 1,320 | 1.3 | 86.2 | 158.3 | 262.4 |
| Not coded | 46 | 0.0 | 68.6 | 152.6 | 255.9 |

Notes: ¹"N" is the number of students who took the end-of-grade test in reading.

²The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

³The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 28. 2001-02 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 6 Students**

| | N¹ | Percent | Percent At or Above Level III in Both Reading and Mathematics² | Average Scale Score Reading | Average Scale Score Mathematics³ |
|---|----------------------|----------------|--|--|--|
| All Students | 101,617 | 100.0 | 71.5 | 157.5 | 264.5 |
| Gender | | | | | |
| Male | 51,784 | 51.0 | 68.7 | 156.8 | 264.4 |
| Female | 49,832 | 49.0 | 74.4 | 158.2 | 264.6 |
| Not coded | 1 | 0.0 | * | * | * |
| Ethnic Group | | | | | |
| American Indian | 1,395 | 1.4 | 58.7 | 153.9 | 260.7 |
| Asian | 1,806 | 1.8 | 78.9 | 159.4 | 269.7 |
| Black | 30,422 | 29.9 | 51.9 | 152.9 | 259.1 |
| Hispanic | 4,109 | 4.0 | 56.2 | 153.4 | 261.0 |
| Multi-Racial | 1,545 | 1.5 | 73.9 | 158.2 | 264.2 |
| White | 62,308 | 61.3 | 82.1 | 160.0 | 267.3 |
| Other | 31 | 0.0 | 45.2 | 151.5 | 260.0 |
| Not coded | 1 | 0.0 | * | * | * |
| Parental Education | | | | | |
| Did not finish high school | 9,017 | 8.9 | 43.7 | 151.0 | 257.9 |
| High school graduate | 44,320 | 43.6 | 62.5 | 154.9 | 261.6 |
| Trade/business school | 4,447 | 4.4 | 73.0 | 157.2 | 264.0 |
| Community college | 13,377 | 13.2 | 78.3 | 158.6 | 265.4 |
| Four-year college degree | 24,575 | 24.2 | 89.2 | 162.3 | 269.9 |
| Graduate school | 5,528 | 5.4 | 93.1 | 165.0 | 273.3 |
| Not coded | 353 | 0.3 | 64.8 | 156.3 | 262.4 |
| Hours of Homework (per week) | | | | | |
| None assigned | 1,243 | 1.2 | 38.1 | 149.4 | 256.4 |
| 1 hour or less | 27,989 | 27.5 | 61.1 | 154.9 | 261.5 |
| 1 to 3 hours | 44,722 | 44.0 | 74.2 | 157.9 | 264.7 |
| More than 3, less than 5 hours | 14,281 | 14.1 | 81.3 | 160.3 | 267.8 |
| Between 5-10 hours | 9,587 | 9.4 | 84.5 | 161.2 | 269.4 |
| More than 10 hours | 1,712 | 1.7 | 75.6 | 159.1 | 267.3 |
| Assigned but not done | 1,174 | 1.2 | 33.1 | 149.1 | 256.0 |
| Not coded | 909 | 0.9 | 51.7 | 152.8 | 258.8 |
| Hours Watching TV (each school day) | | | | | |
| No TV watched each day | 4,068 | 4.0 | 70.6 | 158.1 | 265.0 |
| 1 hour | 25,668 | 25.3 | 75.1 | 158.8 | 266.0 |
| 2 hours | 26,501 | 26.1 | 77.3 | 158.9 | 266.1 |
| 3 hours | 20,380 | 20.1 | 72.7 | 157.4 | 264.4 |
| Between 4 and 5 hours | 14,533 | 14.3 | 67.5 | 156.0 | 262.7 |
| More than 6 hours | 9,505 | 9.4 | 51.4 | 152.7 | 259.3 |
| Not coded | 962 | 0.9 | 49.9 | 152.5 | 258.7 |
| Free Time Spent Reading in a Week | | | | | |
| None | 10,281 | 10.1 | 55.0 | 153.2 | 260.9 |
| About 30 minutes | 48,694 | 47.9 | 67.8 | 156.4 | 263.7 |
| About one hour | 23,033 | 22.7 | 78.1 | 159.0 | 266.1 |
| Between 1 and 2 hours | 12,358 | 12.2 | 83.3 | 160.8 | 267.3 |
| More than 2 hours | 6,222 | 6.1 | 82.6 | 161.3 | 266.5 |
| Not coded | 1,029 | 1.0 | 51.8 | 152.8 | 258.8 |
| Read and write answers to teacher's questions for reading homework | | | | | |
| Yes | 58,176 | 57.3 | 72.2 | 157.8 | 264.7 |
| We read but do not have questions to answer for reading homework | | | | | |
| Yes | 16,409 | 16.1 | 78.8 | 159.4 | 267.1 |
| We choose what to read and report back to teacher or class | | | | | |
| Yes | 16,432 | 16.2 | 77.8 | 159.5 | 267.2 |
| We choose what to read but do not report back to teacher or class | | | | | |
| Yes | 10,162 | 10.0 | 80.9 | 160.1 | 268.1 |
| Other kinds of reading work for homework | | | | | |
| Yes | 37,343 | 36.7 | 75.5 | 158.4 | 265.6 |

Notes: ¹"N" is the number of students who took the end-of-grade test in reading.

²The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

³The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 28. 2001-02 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 6 Students (continued)**

| | <u>N¹</u> | <u>Percent</u> | <u>Percent At or Above Level III in Both Reading and Mathematics²</u> | <u>Average Scale Score Reading</u> | <u>Average Scale Score Mathematics³</u> |
|---|----------------------|----------------|--|--|--|
| <u>Solve Math Problems</u> | | | | | |
| Not asked for explanation of solution | 1,648 | 1.6 | 52.7 | 153.1 | 259.6 |
| Once or twice a month asked for solution | 4,322 | 4.3 | 66.6 | 156.2 | 263.1 |
| About once a week asked for solution | 13,441 | 13.2 | 70.4 | 157.2 | 264.2 |
| Almost everyday asked for solution | 80,888 | 79.6 | 72.6 | 157.8 | 264.8 |
| Not coded | 1,318 | 1.3 | 53.2 | 153.0 | 259.2 |
| <u>Calculator Use in Math Class</u> | | | | | |
| Never use | 1,975 | 1.9 | 50.6 | 152.9 | 259.1 |
| Hardly ever use | 18,673 | 18.4 | 66.8 | 156.3 | 262.7 |
| 1-2 times per month | 11,111 | 10.9 | 77.1 | 158.6 | 265.5 |
| 1-2 times per week | 36,314 | 35.7 | 74.3 | 158.2 | 265.2 |
| Almost every day | 32,424 | 31.9 | 71.0 | 157.4 | 264.8 |
| Not coded | 1,120 | 1.1 | 52.1 | 152.9 | 259.0 |
| <u>Computer Use at Home</u> | | | | | |
| Almost every day | 6,674 | 6.6 | 65.2 | 156.1 | 263.0 |
| 1-2 times per week | 14,525 | 14.3 | 78.0 | 159.5 | 266.9 |
| 1-2 times per month | 21,119 | 20.8 | 83.7 | 160.6 | 268.0 |
| Hardly ever | 29,376 | 28.9 | 74.8 | 158.1 | 265.1 |
| Never (owns computer) | 14,391 | 14.2 | 64.5 | 155.3 | 261.8 |
| No computer at home | 14,443 | 14.2 | 51.7 | 152.9 | 259.4 |
| Not coded | 1,089 | 1.1 | 53.0 | 153.0 | 259.0 |
| <u>Testing Cycle</u> | | | | | |
| Traditional, regular program | 97,006 | 95.5 | 71.5 | 157.5 | 264.5 |
| Year-round school | 4,037 | 4.0 | 72.5 | 157.9 | 264.4 |
| Not coded | 574 | 0.6 | 66.9 | 156.4 | 263.5 |
| <u>Student Took Makeup Test</u> | | | | | |
| Yes | 2,533 | 2.5 | 55.9 | 153.9 | 261.0 |
| <u>Misadministration</u> | | | | | |
| Yes | 344 | 0.3 | 59.1 | 153.3 | 259.9 |
| <u>National School Lunch Program</u> | | | | | |
| Not eligible | 51,529 | 50.7 | 83.3 | 160.4 | 267.7 |
| Reduced price | 8,526 | 8.4 | 65.8 | 155.6 | 262.3 |
| Free lunch | 31,829 | 31.3 | 51.3 | 152.6 | 259.2 |
| Information not available | 8,103 | 8.0 | 80.3 | 159.6 | 266.7 |
| School not participating | 1,550 | 1.5 | 79.5 | 159.5 | 266.4 |
| Not coded | 80 | 0.1 | 61.8 | 154.5 | 261.4 |

Notes: ¹"N" is the number of students who took the end-of-grade test in reading.

²The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

³The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 29. 2001-02 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 7 Students**

| | <u>N¹</u> | <u>Percent</u> | <u>Percent At or Above Level III in Both Reading and Mathematics²</u> | <u>Average Scale Score Reading</u> | <u>Average Scale Score Mathematics³</u> |
|---|----------------------|----------------|--|------------------------------------|--|
| All Students | 100,420 | 100.0 | 72.2 | 160.1 | 268.0 |
| Gender | | | | | |
| Male | 50,424 | 50.2 | 69.3 | 159.4 | 267.7 |
| Female | 49,995 | 49.8 | 75.2 | 160.9 | 268.2 |
| Not coded | 1 | 0.0 | * | * | * |
| Ethnic Group | | | | | |
| American Indian | 1,367 | 1.4 | 60.3 | 157.2 | 263.9 |
| Asian | 1,787 | 1.8 | 81.4 | 161.9 | 273.4 |
| Black | 29,759 | 29.6 | 52.3 | 155.9 | 262.1 |
| Hispanic | 3,970 | 4.0 | 56.8 | 156.5 | 263.8 |
| Multi-Racial | 1,325 | 1.3 | 75.9 | 160.8 | 267.8 |
| White | 62,200 | 61.9 | 82.7 | 162.4 | 271.0 |
| Other | 12 | 0.0 | * | * | * |
| Parental Education | | | | | |
| Did not finish high school | 8,712 | 8.7 | 43.7 | 154.1 | 260.8 |
| High school graduate | 43,439 | 43.3 | 62.8 | 157.8 | 264.6 |
| Trade/business school | 4,058 | 4.0 | 75.2 | 160.1 | 267.5 |
| Community college | 13,626 | 13.6 | 79.6 | 161.3 | 269.0 |
| Four-year college degree | 24,562 | 24.5 | 89.5 | 164.3 | 273.8 |
| Graduate school | 5,706 | 5.7 | 93.1 | 166.5 | 277.6 |
| Not coded | 317 | 0.3 | 63.8 | 158.5 | 265.4 |
| Hours of Homework (per week) | | | | | |
| None assigned | 1,437 | 1.4 | 37.3 | 152.8 | 258.8 |
| 1 hour or less | 26,786 | 26.7 | 61.2 | 157.7 | 264.6 |
| 1 to 3 hours | 45,255 | 45.1 | 74.8 | 160.5 | 268.1 |
| More than 3, less than 5 hours | 14,350 | 14.3 | 82.3 | 162.6 | 271.5 |
| Between 5-10 hours | 8,767 | 8.7 | 86.6 | 163.9 | 274.0 |
| More than 10 hours | 1,453 | 1.4 | 82.1 | 163.3 | 273.7 |
| Assigned but not done | 1,515 | 1.5 | 41.4 | 154.0 | 260.7 |
| Not coded | 857 | 0.9 | 55.2 | 155.8 | 262.3 |
| Hours Watching TV (each school day) | | | | | |
| No TV watched each day | 3,410 | 3.4 | 69.2 | 160.2 | 268.2 |
| 1 hour | 23,135 | 23.0 | 76.9 | 161.5 | 270.3 |
| 2 hours | 26,360 | 26.2 | 79.0 | 161.6 | 270.0 |
| 3 hours | 21,543 | 21.5 | 72.7 | 159.9 | 267.5 |
| Between 4 and 5 hours | 15,399 | 15.3 | 67.1 | 158.6 | 265.6 |
| More than 6 hours | 9,655 | 9.6 | 52.3 | 155.9 | 262.3 |
| Not coded | 918 | 0.9 | 54.7 | 155.6 | 262.3 |
| Free Time Spent Reading in a Week | | | | | |
| None | 12,327 | 12.3 | 57.6 | 156.8 | 264.5 |
| About 30 minutes | 48,200 | 48.0 | 69.9 | 159.5 | 267.5 |
| About one hour | 21,798 | 21.7 | 78.0 | 161.3 | 269.3 |
| Between 1 and 2 hours | 11,283 | 11.2 | 83.0 | 162.9 | 270.6 |
| More than 2 hours | 5,752 | 5.7 | 83.3 | 163.6 | 270.1 |
| Not coded | 1,060 | 1.1 | 55.6 | 156.1 | 262.8 |
| Read and write answers to teacher's questions for reading homework | | | | | |
| Yes | 57,907 | 57.7 | 72.9 | 160.4 | 268.3 |
| We read but do not have questions to answer for reading homework | | | | | |
| Yes | 13,810 | 13.8 | 77.7 | 161.4 | 270.3 |
| We choose what to read and report back to teacher or class | | | | | |
| Yes | 15,142 | 15.1 | 78.4 | 161.8 | 271.0 |
| We choose what to read but do not report back to teacher or class | | | | | |
| Yes | 8,592 | 8.6 | 81.1 | 162.3 | 271.5 |
| Other kinds of reading work for homework | | | | | |
| Yes | 34,333 | 34.2 | 75.9 | 160.9 | 268.9 |

Notes: ¹"N" is the number of students who took the end-of-grade test in reading.

²The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

³The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 29. 2001-02 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 7 Students (continued)**

| | N¹ | Percent | Percent At or Above Level III in <u>Both</u> <u>Reading and Mathematics</u>² | Average Scale Score <u>Reading</u> | Average Scale Score <u>Mathematics</u>³ |
|---|----------------------|----------------|--|---|---|
| <u>Solve Math Problems</u> | | | | | |
| Not asked for explanation of solution | 2,255 | 2.2 | 57.5 | 157.3 | 263.9 |
| Once or twice a month asked for solution | 4,958 | 4.9 | 67.5 | 159.2 | 266.9 |
| About once a week asked for solution | 13,749 | 13.7 | 71.0 | 159.8 | 267.6 |
| Almost everyday asked for solution | 78,173 | 77.8 | 73.5 | 160.4 | 268.3 |
| Not coded | 1,285 | 1.3 | 52.9 | 155.5 | 262.1 |
| <u>Calculator Use in Math Class</u> | | | | | |
| Never use | 1,190 | 1.2 | 48.1 | 154.9 | 261.0 |
| Hardly ever use | 8,251 | 8.2 | 60.4 | 157.8 | 264.5 |
| 1-2 times per month | 4,803 | 4.8 | 69.4 | 159.5 | 267.1 |
| 1-2 times per week | 26,445 | 26.3 | 73.3 | 160.3 | 268.0 |
| Almost every day | 58,690 | 58.4 | 74.4 | 160.6 | 268.7 |
| Not coded | 1,041 | 1.0 | 54.7 | 155.9 | 262.3 |
| <u>Computer Use at Home</u> | | | | | |
| Almost every day | 8,297 | 8.3 | 68.8 | 159.6 | 267.1 |
| 1-2 times per week | 17,756 | 17.7 | 80.0 | 162.1 | 270.9 |
| 1-2 times per month | 23,171 | 23.1 | 83.2 | 162.6 | 271.4 |
| Hardly ever | 25,838 | 25.7 | 73.7 | 160.2 | 267.9 |
| Never (owns computer) | 11,197 | 11.2 | 62.4 | 157.8 | 264.3 |
| No computer at home | 13,117 | 13.1 | 51.1 | 155.7 | 262.2 |
| Not coded | 1,044 | 1.0 | 55.5 | 155.9 | 262.5 |
| <u>Testing Cycle</u> | | | | | |
| Traditional, regular program | 95,990 | 95.6 | 72.2 | 160.1 | 268.0 |
| Year-round school | 3,724 | 3.7 | 75.0 | 160.9 | 268.5 |
| Not coded | 706 | 0.7 | 62.4 | 157.7 | 265.2 |
| <u>Student Took Makeup Test</u> | | | | | |
| Yes | 2,675 | 2.7 | 53.4 | 156.4 | 263.5 |
| <u>Misadministration</u> | | | | | |
| Yes | 495 | 0.5 | 48.5 | 156.1 | 263.8 |
| <u>National School Lunch Program</u> | | | | | |
| Not eligible | 52,804 | 52.6 | 83.5 | 162.7 | 271.4 |
| Reduced price | 8,302 | 8.3 | 66.6 | 158.5 | 265.4 |
| Free lunch | 29,810 | 29.7 | 51.3 | 155.6 | 262.1 |
| Information not available | 8,103 | 8.1 | 80.3 | 161.8 | 269.8 |
| School not participating | 1,371 | 1.4 | 77.0 | 161.1 | 268.6 |
| Not coded | 30 | 0.0 | 44.0 | 154.4 | 259.3 |

Notes: ¹"N" is the number of students who took the end-of-grade test in reading.

² The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

³ The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 30. 2001-02 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 8 Students

| | N¹ | Percent | Percent At or Above Level III in Both Reading and Mathematics² | Average Scale Score Reading | Average Scale Score Mathematics³ |
|---|----------------------|----------------|--|------------------------------------|--|
| All Students | 96,104 | 100.0 | 77.3 | 163.4 | 271.2 |
| Gender | | | | | |
| Male | 47,998 | 49.9 | 75.0 | 162.8 | 271.1 |
| Female | 48,101 | 50.1 | 79.6 | 164.1 | 271.3 |
| Not coded | 5 | 0.0 | * | * | * |
| Ethnic Group | | | | | |
| American Indian | 1,294 | 1.3 | 66.0 | 160.2 | 267.7 |
| Asian | 1,746 | 1.8 | 85.4 | 164.7 | 277.0 |
| Black | 27,793 | 28.9 | 59.2 | 159.3 | 265.2 |
| Hispanic | 3,484 | 3.6 | 62.1 | 159.6 | 267.0 |
| Multi-Racial | 1,168 | 1.2 | 80.6 | 163.8 | 270.9 |
| White | 60,591 | 63.0 | 86.4 | 165.6 | 274.1 |
| Other | 20 | 0.0 | * | * | * |
| Not coded | 8 | 0.0 | * | * | * |
| Parental Education | | | | | |
| Did not finish high school | 7,959 | 8.3 | 50.0 | 157.4 | 263.5 |
| High school graduate | 38,734 | 40.3 | 69.1 | 161.1 | 267.8 |
| Trade/business school | 3,647 | 3.8 | 77.7 | 162.9 | 269.9 |
| Community college | 14,500 | 15.1 | 83.8 | 164.3 | 272.0 |
| Four-year college degree | 24,452 | 25.4 | 90.6 | 167.0 | 276.3 |
| Graduate school | 6,575 | 6.8 | 95.0 | 169.6 | 280.8 |
| Not coded | 237 | 0.2 | 61.0 | 160.1 | 266.4 |
| Hours of Homework (per week) | | | | | |
| None assigned | 1,550 | 1.6 | 38.7 | 155.9 | 261.3 |
| 1 hour or less | 22,313 | 23.2 | 66.5 | 161.0 | 267.5 |
| 1 to 3 hours | 43,976 | 45.8 | 78.5 | 163.4 | 270.9 |
| More than 3, less than 5 hours | 15,346 | 16.0 | 86.7 | 165.7 | 274.6 |
| Between 5-10 hours | 9,270 | 9.6 | 91.2 | 167.4 | 277.8 |
| More than 10 hours | 1,535 | 1.6 | 90.0 | 167.6 | 278.8 |
| Assigned but not done | 1,371 | 1.4 | 52.5 | 158.6 | 265.2 |
| Not coded | 743 | 0.8 | 59.6 | 159.2 | 265.5 |
| Hours Watching TV (each school day) | | | | | |
| None | 2,964 | 3.1 | 74.2 | 164.0 | 272.4 |
| 1 hour | 21,792 | 22.7 | 81.3 | 164.9 | 273.5 |
| 2 hours | 25,419 | 26.4 | 83.3 | 164.8 | 273.2 |
| 3 hours | 21,285 | 22.1 | 78.3 | 163.2 | 270.8 |
| Between 4 and 5 hours | 15,164 | 15.8 | 72.3 | 161.9 | 268.5 |
| More than 6 hours | 8,662 | 9.0 | 58.7 | 159.3 | 265.4 |
| Not coded | 818 | 0.9 | 58.8 | 159.1 | 265.4 |
| Free Time Spent Reading in a Week | | | | | |
| No TV watched each day | 11,792 | 12.3 | 67.5 | 160.8 | 268.5 |
| About 30 minutes | 46,354 | 48.2 | 76.4 | 163.1 | 271.1 |
| About one hour | 21,416 | 22.3 | 80.7 | 164.3 | 272.1 |
| Between 1 and 2 hours | 10,607 | 11.0 | 83.6 | 165.3 | 272.7 |
| More than 2 hours | 5,100 | 5.3 | 83.5 | 166.0 | 272.8 |
| Not coded | 835 | 0.9 | 58.6 | 159.2 | 265.5 |
| Read and write answers to teacher's questions for reading homework | | | | | |
| Yes | 60,862 | 63.3 | 78.2 | 163.7 | 271.6 |
| We read but do not have questions to answer for reading homework | | | | | |
| Yes | 13,076 | 13.6 | 83.5 | 165.2 | 274.3 |
| We choose what to read and report back to teacher or class | | | | | |
| Yes | 15,865 | 16.5 | 84.0 | 165.4 | 274.5 |
| We choose what to read but do not report back to teacher or class | | | | | |
| Yes | 7,473 | 7.8 | 85.6 | 165.7 | 275.2 |
| Other kinds of reading work for homework | | | | | |
| Yes | 31,938 | 33.2 | 80.5 | 164 | 272.1 |

Notes: ¹"N" is the number of students who took the end-of-grade test in reading.

²The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

³The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 30. 2001-02 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 8 Students (continued)**

| | N ¹ | Percent | Percent At or Above Level III in Both Reading and Mathematics ² | Average Scale Score Reading | Average Scale Score Mathematics ³ |
|---|----------------|---------|--|-----------------------------|--|
| <u>Solve Math Problems</u> | | | | | |
| Not asked for explanation of solution | 2,703 | 2.8 | 67.0 | 161.8 | 268.5 |
| Once or twice a month asked for solution | 5,556 | 5.8 | 74.7 | 163.2 | 271.0 |
| About once a week asked for solution | 13,538 | 14.1 | 76.0 | 163.3 | 271.2 |
| Almost everyday asked for solution | 73,169 | 76.1 | 78.3 | 163.6 | 271.4 |
| Not coded | 1,138 | 1.2 | 60.5 | 159.2 | 265.6 |
| <u>Calculator Use in Math Class</u> | | | | | |
| Never use | 857 | 0.9 | 47.8 | 157.9 | 264.3 |
| Hardly ever use | 5,206 | 5.4 | 63.9 | 161.0 | 268.0 |
| 1-2 times per month | 3,128 | 3.3 | 70.5 | 162.5 | 270.1 |
| 1-2 times per week | 20,147 | 21.0 | 76.2 | 163.2 | 270.7 |
| Almost every day | 65,812 | 68.5 | 79.6 | 163.9 | 271.9 |
| Not coded | 954 | 1.0 | 60.2 | 159.7 | 266.0 |
| <u>Computer Use at Home</u> | | | | | |
| Almost every day | 9,508 | 9.9 | 75.0 | 163.1 | 270.8 |
| 1-2 times per week | 20,957 | 21.8 | 84.5 | 165.4 | 274.3 |
| 1-2 times per month | 24,655 | 25.7 | 85.3 | 165.3 | 273.7 |
| Hardly ever | 21,705 | 22.6 | 76.5 | 162.9 | 270.3 |
| Never (owns computer) | 7,323 | 7.6 | 66.1 | 160.6 | 266.9 |
| No computer at home | 11,041 | 11.5 | 57.8 | 159.0 | 265.2 |
| Not coded | 915 | 1.0 | 61.0 | 159.7 | 266.2 |
| <u>Testing Cycle</u> | | | | | |
| Traditional, regular program | 92,332 | 96.1 | 77.3 | 163.4 | 271.2 |
| Year-round school | 3,422 | 3.6 | 77.2 | 163.7 | 271.3 |
| Not coded | 350 | 0.4 | 71.0 | 161.9 | 269.2 |
| <u>Student Took Makeup Test</u> | | | | | |
| Yes | 2,519 | 2.6 | 57.5 | 159.4 | 265.9 |
| <u>Misadministration</u> | | | | | |
| Yes | 448 | 0.5 | 65.0 | 160.3 | 266.8 |
| <u>National School Lunch Program</u> | | | | | |
| Not eligible | 53,119 | 55.3 | 86.8 | 165.7 | 274.3 |
| Reduced price | 7,340 | 7.6 | 71.9 | 161.5 | 268.4 |
| Free lunch | 26,314 | 27.4 | 57.2 | 158.8 | 265.1 |
| Information not available | 8,088 | 8.4 | 84.4 | 165.0 | 273.0 |
| School not participating | 1,217 | 1.3 | 81.2 | 164.9 | 273.0 |
| Not coded | 26 | 0.0 | * | * | * |

Notes: ¹"N" is the number of students who took the end-of-grade test in reading.

²The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments or the NCCATS.

³The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all 2001-02 data.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 31. 2001-02 End-of-Grade Grade 3 Goal Summary Report

| | Developmental Score Mean | Number of Observations | # of Items | Percent Correct* |
|--|-----------------------------|---------------------------|---------------|---------------------|
| READING | 147.8 | 100,105 | 168 | |
| GOAL 1: Use strategies and processes that enhance control of communications skills development. | | | 0 | |
| GOAL 2: Use language for the acquisition, interpretation, and application of information. | | | 131 | 69.0 |
| Obj 2.1: Identify, collect, or select information and ideas. | | | 62 | 71.4 |
| Obj 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts, or generalizations. | | | 50 | 66.5 |
| Obj 2.3: Apply, extend, and expand on information and concepts. | | | 19 | 68.9 |
| GOAL 3: Use language for critical analysis and evaluation. | | | 37 | 58.9 |
| MATHEMATICS | 251.4 | 100,748 | 240 | |
| Math Calculator Inactive | | | 72 | 69.5 |
| Math Calculator Active | | | 168 | 71.2 |
| GOAL 1: Identify and use numbers to less than 10,000. | | | 96 | 70.8 |
| GOAL 2: Understand and use basic geometric properties and standard units of measurement | | | 72 | 70.3 |
| GOAL 3: Understand classification, pattern, and seriation. | | | 36 | 64.6 |
| GOAL 4: Understand data collection, display, and interpretation. | | | 36 | 77.8 |
| NUMBER OF STUDENTS TAKING FORM** | A | B | C | |
| | ----- | ----- | ----- | |
| | 33,864 | 33,498 | 33,386 | |

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

**Forms A, B, and C refer to the math curriculum adopted in 1998 but still contain reading forms O, P, and Q from the 1992 curriculum. Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 32. 2001-02 End-of-Grade Grade 4 Goal Summary Report

| | Developmental Score Mean | Number of Observations | # of Items | Percent Correct* |
|--|-----------------------------|---------------------------|----------------------|---------------------|
| READING | 150.8 | 100,426 | 195 | |
| GOAL 1: Use strategies and processes that enhance control of communications skills development. | | | 0 | |
| GOAL 2: Use language for the acquisition, interpretation, and application of information. | | | 159 | 66.5 |
| Obj 2.1: Identify, collect, or select information and ideas. | | | 61 | 73.4 |
| Obj 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts, or generalizations. | | | 71 | 61.7 |
| Obj 2.3: Apply, extend, and expand on information and concepts. | | | 27 | 61.7 |
| GOAL 3: Use language for critical analysis and evaluation. | | | 36 | 64.9 |
| MATHEMATICS | 256.5 | 101,120 | 240 | |
| Math Calculator Inactive | | | 72 | 67.6 |
| Math Calculator Active | | | 68 | 66.7 |
| GOAL 1: Read, write, model, and compute with rational numbers. | | | 90 | 68.6 |
| GOAL 2: Understand and use properties and relationships of geometry and standard units of metric and customary measurement | | | 69 | 66.9 |
| GOAL 3: Understand patterns and relationships | | | 33 | 66.7 |
| GOAL 4: Understand and use graphing, probability, and data analysis | | | 48 | 64.0 |
| NUMBER OF STUDENTS TAKING FORM** | A ----- 34,007 | B ----- 33,594 | C ----- 33,519 | |

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

**Forms A, B, and C refer to the math curriculum adopted in 1998 but still contain reading forms O, P, and Q from the 1992 curriculum.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 33. 2001-02 End-of-Grade Grade 5 Goal Summary Report

| | Developmental Score Mean | Number of Observations | # of Items | Percent Correct* |
|--|-----------------------------|-----------------------------|-----------------------------|---------------------|
| READING | 156.3 | 100,294 | 195 | |
| GOAL 1: Use strategies and processes that enhance control of communications skills development. | | | 13 | 65.5 |
| GOAL 2: Use language for the acquisition, interpretation, and application of information. | | | 130 | 73.1 |
| Obj 2.1: Identify, collect, or select information and ideas. | | | 59 | 77.9 |
| Obj 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts, or generalizations. | | | 50 | 70.8 |
| Obj 2.3: Apply, extend, expand on information, concepts. | | | 21 | 65.3 |
| GOAL 3: Use language for critical analysis and evaluation. | | | 52 | 63.6 |
| MATHEMATICS | 260.8 | 101,125 | 240 | |
| Math Calculator Inactive | | | 72 | 66.0 |
| Math Calculator Active | | | 168 | 60.3 |
| GOAL 1: Understand and compute with rational numbers | | | 96 | 70.9 |
| GOAL 2: Understand and use properties and relationships of geometry and standard units of metric and customary measurement | | | 60 | 55.1 |
| GOAL 3: Understand patterns, relationships, and elementary algebraic representation | | | 39 | 57.5 |
| GOAL 4: Understand and use graphing, probability, and data analysis | | | 45 | 56.0 |
| NUMBER OF STUDENTS TAKING FORM** | A ----- 33,858 | B ----- 33,572 | C ----- 33,695 | |

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

**Forms A, B, and C refer to the math curriculum adopted in 1998 but still contain reading forms I, P, and J from the 1992 curriculum.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 34. 2001-02 End-of-Grade Grade 6 Goal Summary Report

| | Developmental Score Mean | Number of Observations | # of Items | Percent Correct* |
|--|-----------------------------|---------------------------|---------------|---------------------|
| READING | 157.5 | 101,617 | 195 | |
| GOAL 1: Use strategies and processes that enhance control of communications skills development. | | | 16 | 65.3 |
| GOAL 2: Use language for the acquisition, interpretation, and application of information. | | | 149 | 68.3 |
| Obj 2.1: Identify, collect, or select information and ideas. | | | 49 | 74.3 |
| Obj 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts, or generalizations. | | | 82 | 65.0 |
| Obj 2.3: Apply, extend, and expand on information and concepts. | | | 18 | 67.9 |
| GOAL 3: Use language for critical analysis and evaluation. | | | 30 | 64.4 |
| MATHEMATICS | 264.5 | 102,060 | 240 | |
| Math Calculator Inactive | | | 72 | 65.7 |
| Math Calculator Active | | | 168 | 61.0 |
| GOAL 1: Understand and compute with rational numbers | | | 87 | 69.2 |
| GOAL 2: Understand and use properties and relationships of geometry and standard units of metric and customary measurement | | | 69 | 55.6 |
| GOAL 3: Understand patterns, relationships, and algebraic representations | | | 42 | 60.5 |
| GOAL 4: Understand and use graphing, probability, and data analysis | | | 42 | 61.6 |
| NUMBER OF STUDENTS TAKING FORM** | A | B | C | |
| | 34,310 | 33,815 | 33,935 | |

Notes: **Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

**Forms A, B, and C refer to the math curriculum adopted in 1998 but still contain reading forms O, P, and Q from the 1992 curriculum. Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 35. 2001-02 End-of-Grade Grade 7 Goal Summary Report

| | Developmental Score Mean | Number of Observations | # of Items | Percent Correct* |
|--|-----------------------------|---------------------------|---------------|---------------------|
| READING | 160.1 | 100,420 | 132 | |
| GOAL 1: Use strategies and processes that enhance control of communications skills development. | | | 10 | 70.9 |
| GOAL 2: Use language for the acquisition, interpretation, and application of information. | | | 112 | 68.5 |
| Obj 2.1: Identify, collect, or select information and ideas. | | | 43 | 72.2 |
| Obj 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts, or generalizations. | | | 66 | 65.6 |
| Obj 2.3: Apply, extend, and expand on information and concepts. | | | 3 | 71.2 |
| GOAL 3: Use language for critical analysis and evaluation. | | | 10 | 66.7 |
| MATHEMATICS | 268.0 | 100,674 | 160 | |
| Math Calculator Inactive | | | 48 | 53.3 |
| Math Calculator Active | | | 112 | 57.4 |
| GOAL 1: Understand and compute with real numbers | | | 48 | 63.3 |
| GOAL 2: Understand and use properties and relationships of geometry and standard units of metric and customary measurement | | | 28 | 55.6 |
| GOAL 3: Understand patterns, relationships, and fundamental algebraic concepts | | | 40 | 57.3 |
| GOAL 4: Understand and use graphing, probability, and data analysis | | | 44 | 47.7 |
| NUMBER OF STUDENTS | A | B | | |
| TAKING FORM** | 50,505 | 50,169 | | |

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

**Forms A and B refer to the math curriculum adopted in 1998 but still contain reading forms P and Q from the 1992 curriculum. Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 36. 2001-02 End-of-Grade Grade 8 Goal Summary Report

| | Developmental Score Mean | Number of Observations | # of Items | Percent Correct* |
|--|-----------------------------|---------------------------|---------------|---------------------|
| READING | 163.4 | 96,104 | 136 | |
| GOAL 1: Use strategies and processes that enhance control of communications skills development. | | | 12 | 59.1 |
| GOAL 2: Use language for the acquisition, interpretation, and application of information. | | | 102 | 70.0 |
| Obj 2.1: Identify, collect, or select information and ideas. | | | 38 | 76.0 |
| Obj 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts, or generalizations. | | | 55 | 65.5 |
| Obj 2.3: Apply, extend, and expand on information and concepts. | | | 9 | 74.6 |
| GOAL 3: Use language for critical analysis and evaluation. | | | 22 | 67.2 |
| MATHEMATICS | 271.2 | 96,325 | 160 | |
| Math Calculator Inactive | | | 48 | 47.4 |
| Math Calculator Active | | | 112 | 54.1 |
| GOAL 1: Understand and compute with real numbers | | | 74 | 47.8 |
| GOAL 2: Understand and use properties and relationships of geometry and standard units of metric and customary measurement | | | 40 | 53.8 |
| GOAL 3: Understand patterns, relationships, and fundamental algebraic concepts | | | 22 | 57.9 |
| GOAL 4: Understand and use graphing, probability, and data analysis | | | 24 | 57.3 |
| NUMBER OF STUDENTS TAKING FORM** | A ----- 48,277 | B ----- 48,048 | | |

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

**Forms A and B refer to the math curriculum adopted in 1998 but still contain reading forms O and P from the 1992 curriculum. Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 37. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 3 Reading

| | | | | | |
|--------------------------------------|-----------|------------------------|---------|--------------------|-----------------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 100,105 | <u>HIGH SCORE</u> | 172 | | |
| | | <u>LOW SCORE</u> | 114 | | |
| <u>MEAN</u> | 147.8 | 2002 STATE PERCENTILES | | SCALE SCORE | |
| <u>STANDARD DEVIATION</u> | 8.9 | 90 | | 159.02 | |
| | | 75 | | 154.28 | |
| <u>VARIANCE</u> | 79.8 | 50 (MEDIAN) | | 148.61 | |
| | | 25 | | 142.39 | |
| | | 10 | | 135.63 | |
| <u>FREQUENCY DISTRIBUTION</u> | | | | | |
| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 1999 STATE PERCENTILE |
| 172 | 23 | 100105 | 0.02 | 100.00 | 99 |
| 171 | 40 | 100082 | 0.04 | 99.98 | 99 |
| 170 | 49 | 100042 | 0.05 | 99.94 | 99 |
| 169 | 93 | 99993 | 0.09 | 99.89 | 99 |
| 168 | 166 | 99900 | 0.17 | 99.80 | 99 |
| 167 | 147 | 99734 | 0.15 | 99.63 | 99 |
| 166 | 676 | 99587 | 0.68 | 99.48 | 99 |
| 165 | 269 | 98911 | 0.27 | 98.81 | 99 |
| 164 | 1165 | 98642 | 1.16 | 98.54 | 98 |
| 163 | 470 | 97477 | 0.47 | 97.37 | 97 |
| 162 | 2341 | 97007 | 2.34 | 96.91 | 96 |
| 160 | 3004 | 94666 | 3.00 | 94.57 | 94 |
| 159 | 3297 | 91662 | 3.29 | 91.57 | 91 |
| 158 | 983 | 88365 | 0.98 | 88.27 | 89 |
| 157 | 3676 | 87382 | 3.67 | 87.29 | 87 |
| 156 | 3890 | 83706 | 3.89 | 83.62 | 83 |
| 155 | 3874 | 79816 | 3.87 | 79.73 | 80 |
| 154 | 3958 | 75942 | 3.95 | 75.86 | 76 |
| 153 | 3907 | 71984 | 3.90 | 71.91 | 73 |
| 152 | 3926 | 68077 | 3.92 | 68.01 | 69 |
| 151 | 5123 | 64151 | 5.12 | 64.08 | 65 |
| 150 | 5845 | 59028 | 5.84 | 58.97 | 60 |
| 149 | 3519 | 53183 | 3.52 | 53.13 | 56 |
| 148 | 3342 | 49664 | 3.34 | 49.61 | 53 |
| 147 | 5329 | 46322 | 5.32 | 46.27 | 49 |
| 146 | 3041 | 40993 | 3.04 | 40.95 | 45 |
| 145 | 5810 | 37952 | 5.80 | 37.91 | 41 |
| 144 | 2747 | 32142 | 2.74 | 32.11 | 37 |
| 143 | 4107 | 29395 | 4.10 | 29.36 | 34 |
| 142 | 2379 | 25288 | 2.38 | 25.26 | 31 |
| 141 | 2733 | 22909 | 2.73 | 22.88 | 28 |
| 140 | 2765 | 20176 | 2.76 | 20.15 | 25 |
| 139 | 1849 | 17411 | 1.85 | 17.39 | 23 |
| 138 | 2201 | 15562 | 2.20 | 15.55 | 20 |
| 137 | 1645 | 13361 | 1.64 | 13.35 | 18 |
| 136 | 1959 | 11716 | 1.96 | 11.70 | 16 |
| 135 | 1386 | 9757 | 1.38 | 9.75 | 14 |
| 134 | 1260 | 8371 | 1.26 | 8.36 | 12 |
| 133 | 1181 | 7111 | 1.18 | 7.10 | 11 |
| 132 | 732 | 5930 | 0.73 | 5.92 | 9 |
| 131 | 1008 | 5198 | 1.01 | 5.19 | 8 |
| 130 | 884 | 4190 | 0.88 | 4.19 | 6 |
| 129 | 503 | 3306 | 0.50 | 3.30 | 5 |
| 128 | 455 | 2803 | 0.45 | 2.80 | 5 |
| 127 | 644 | 2348 | 0.64 | 2.35 | 4 |
| 126 | 543 | 1704 | 0.54 | 1.70 | 3 |
| 125 | 509 | 1161 | 0.51 | 1.16 | 2 |
| 124 | 253 | 652 | 0.25 | 0.65 | 1 |
| 123 | 150 | 399 | 0.15 | 0.40 | 1 |
| 122 | 133 | 249 | 0.13 | 0.25 | 1 |
| 121 | 60 | 116 | 0.06 | 0.12 | 1 |
| 120 | 32 | 56 | 0.03 | 0.06 | 1 |
| LESS THAN 120 | 24 | 24 | 0.02 | 0.02 | 1 |

Notes: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 38. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 3 Mathematics**

| | | | |
|--------------------------------------|---------|------------------------|-------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 100,748 | <u>HIGH SCORE</u> | 276 |
| | | <u>LOW SCORE</u> | 223 |
| <u>MEAN</u> | 251.4 | 2001 STATE PERCENTILES | SCALE SCORE |
| <u>STANDARD DEVIATION</u> | 7.7 | 90 | 261.34 |
| | | 75 | 256.82 |
| <u>VARIANCE</u> | 59.2 | 50 (<u>MEDIAN</u>) | 251.29 |
| | | 25 | 246.13 |
| | | 10 | 241.52 |

FREQUENCY DISTRIBUTION

| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 2001 STATE PERCENTILE |
|---------------|-----------|----------------------|---------|--------------------|-----------------------|
| 276 | 24 | 100748 | 0.02 | 100.00 | 99 |
| 275 | 53 | 100724 | 0.05 | 99.98 | 99 |
| 274 | 91 | 100671 | 0.09 | 99.92 | 99 |
| 273 | 202 | 100580 | 0.20 | 99.83 | 99 |
| 271 | 666 | 100378 | 0.66 | 99.63 | 99 |
| 269 | 294 | 99712 | 0.29 | 98.97 | 99 |
| 268 | 694 | 99418 | 0.69 | 98.68 | 99 |
| 267 | 944 | 98724 | 0.94 | 97.99 | 98 |
| 266 | 501 | 97780 | 0.50 | 97.05 | 97 |
| 265 | 1756 | 97279 | 1.74 | 96.56 | 96 |
| 264 | 1383 | 95523 | 1.37 | 94.81 | 95 |
| 263 | 672 | 94140 | 0.67 | 93.44 | 94 |
| 262 | 2402 | 93468 | 2.38 | 92.77 | 93 |
| 261 | 2519 | 91066 | 2.50 | 90.39 | 91 |
| 260 | 2657 | 88547 | 2.64 | 87.89 | 89 |
| 259 | 3655 | 85890 | 3.63 | 85.25 | 86 |
| 258 | 3970 | 82235 | 3.94 | 81.62 | 82 |
| 257 | 3967 | 78265 | 3.94 | 77.68 | 79 |
| 256 | 3883 | 74298 | 3.85 | 73.75 | 75 |
| 255 | 4086 | 70415 | 4.06 | 69.89 | 72 |
| 254 | 4810 | 66329 | 4.77 | 65.84 | 67 |
| 253 | 5754 | 61519 | 5.71 | 61.06 | 62 |
| 252 | 4634 | 55765 | 4.60 | 55.35 | 57 |
| 251 | 3646 | 51131 | 3.62 | 50.75 | 53 |
| 250 | 5164 | 47485 | 5.13 | 47.13 | 49 |
| 249 | 5700 | 42321 | 5.66 | 42.01 | 44 |
| 248 | 4575 | 36621 | 4.54 | 36.35 | 38 |
| 247 | 5498 | 32046 | 5.46 | 31.81 | 33 |
| 246 | 3664 | 26548 | 3.64 | 26.35 | 28 |
| 245 | 3811 | 22884 | 3.78 | 22.71 | 24 |
| 244 | 3895 | 19073 | 3.87 | 18.93 | 20 |
| 243 | 2552 | 15178 | 2.53 | 15.07 | 17 |
| 242 | 2615 | 12626 | 2.60 | 12.53 | 14 |
| 241 | 2473 | 10011 | 2.45 | 9.94 | 11 |
| 240 | 1608 | 7538 | 1.60 | 7.48 | 9 |
| 239 | 1363 | 5930 | 1.35 | 5.89 | 7 |
| 238 | 1345 | 4567 | 1.34 | 4.53 | 5 |
| 237 | 1287 | 3222 | 1.28 | 3.20 | 3 |
| 236 | 380 | 1935 | 0.38 | 1.92 | 2 |
| 235 | 578 | 1555 | 0.57 | 1.54 | 2 |
| 234 | 437 | 977 | 0.43 | 0.97 | 1 |
| 233 | 154 | 540 | 0.15 | 0.54 | 1 |
| 232 | 218 | 386 | 0.22 | 0.38 | 1 |
| 231 | 66 | 168 | 0.07 | 0.17 | 1 |
| 230 | 31 | 102 | 0.03 | 0.10 | 1 |
| 229 | 50 | 71 | 0.05 | 0.07 | 1 |
| 228 | 11 | 21 | 0.01 | 0.02 | 1 |
| LESS THAN 228 | 10 | 10 | 0.01 | 0.01 | 1 |

Notes: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 39. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 4 Reading

NUMBER OF
STUDENTS WITH 100,426
VALID SCORES

HIGH SCORE 179

LOW SCORE 118

MEAN 150.8

2002 STATE
PERCENTILES SCALE
SCORE

STANDARD
DEVIATION 9.0

90 161.95

75 157.30

50 (MEDIAN) 151.53

VARIANCE 81.3

25 145.00

10 138.43

FREQUENCY DISTRIBUTION

| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 1999 STATE PERCENTILE |
|----------------|-----------|-------------------------|---------|-----------------------|--------------------------|
| 179 | 1 | 100426 | 0.00 | 100.00 | 99 |
| 177 | 14 | 100425 | 0.01 | 100.00 | 99 |
| 176 | 17 | 100411 | 0.02 | 99.99 | 99 |
| 175 | 62 | 100394 | 0.06 | 99.97 | 99 |
| 173 | 86 | 100332 | 0.09 | 99.91 | 99 |
| 172 | 167 | 100246 | 0.17 | 99.82 | 99 |
| 171 | 176 | 100079 | 0.18 | 99.65 | 99 |
| 170 | 439 | 99903 | 0.44 | 99.48 | 99 |
| 169 | 305 | 99464 | 0.30 | 99.04 | 99 |
| 168 | 727 | 99159 | 0.72 | 98.74 | 99 |
| 167 | 948 | 98432 | 0.94 | 98.01 | 98 |
| 166 | 1134 | 97484 | 1.13 | 97.07 | 97 |
| 165 | 688 | 96350 | 0.69 | 95.94 | 97 |
| 164 | 2219 | 95662 | 2.21 | 95.26 | 96 |
| 163 | 1578 | 93443 | 1.57 | 93.05 | 94 |
| 162 | 2686 | 91865 | 2.67 | 91.48 | 92 |
| 161 | 3106 | 89179 | 3.09 | 88.80 | 90 |
| 160 | 3267 | 86073 | 3.25 | 85.71 | 87 |
| 159 | 3309 | 82806 | 3.29 | 82.45 | 84 |
| 158 | 3459 | 79497 | 3.44 | 79.16 | 81 |
| 157 | 3525 | 76038 | 3.51 | 75.72 | 78 |
| 156 | 4588 | 72513 | 4.57 | 72.21 | 74 |
| 155 | 3552 | 67925 | 3.54 | 67.64 | 70 |
| 154 | 4499 | 64373 | 4.48 | 64.10 | 66 |
| 153 | 4363 | 59874 | 4.34 | 59.62 | 62 |
| 152 | 5469 | 55511 | 5.45 | 55.28 | 57 |
| 151 | 3963 | 50042 | 3.95 | 49.83 | 53 |
| 150 | 3872 | 46079 | 3.86 | 45.88 | 49 |
| 149 | 4586 | 42207 | 4.57 | 42.03 | 45 |
| 148 | 3387 | 37621 | 3.37 | 37.46 | 41 |
| 147 | 4808 | 34234 | 4.79 | 34.09 | 37 |
| 146 | 2264 | 29426 | 2.25 | 29.30 | 33 |
| 145 | 4138 | 27162 | 4.12 | 27.05 | 30 |
| 144 | 1865 | 23024 | 1.86 | 22.93 | 27 |
| 143 | 3493 | 21159 | 3.48 | 21.07 | 24 |
| 142 | 1502 | 17666 | 1.50 | 17.59 | 22 |
| 141 | 2432 | 16164 | 2.42 | 16.10 | 19 |
| 140 | 1843 | 13732 | 1.84 | 13.67 | 17 |
| 139 | 1743 | 11889 | 1.74 | 11.84 | 15 |
| 138 | 1544 | 10146 | 1.54 | 10.10 | 13 |
| 137 | 1152 | 8602 | 1.15 | 8.57 | 11 |
| 136 | 1087 | 7450 | 1.08 | 7.42 | 10 |
| 135 | 1618 | 6363 | 1.61 | 6.34 | 8 |
| 134 | 844 | 4745 | 0.84 | 4.72 | 7 |
| 133 | 817 | 3901 | 0.81 | 3.88 | 6 |
| 132 | 707 | 3084 | 0.70 | 3.07 | 4 |
| 131 | 614 | 2377 | 0.61 | 2.37 | 3 |
| 130 | 522 | 1763 | 0.52 | 1.76 | 3 |
| 129 | 389 | 1241 | 0.39 | 1.24 | 2 |
| 128 | 304 | 852 | 0.30 | 0.85 | 1 |
| 127 | 184 | 548 | 0.18 | 0.55 | 1 |
| 126 | 167 | 364 | 0.17 | 0.36 | 1 |
| 125 | 101 | 197 | 0.10 | 0.20 | 1 |
| LESS THAN 125 | 96 | 96 | 0.10 | 0.10 | 1 |

Notes: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 40. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 4 Mathematics

| | | | | | |
|--------------------------------------|------------------|-----------------------------|----------------|---------------------------|------------------------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 101,120 | <u>HIGH SCORE</u> | 285 | | |
| | | <u>LOW SCORE</u> | 229 | | |
| <u>MEAN</u> | 256.5 | 2001 STATE PERCENTILES | | SCALE SCORE | |
| | | 90 | | 267.66 | |
| <u>STANDARD DEVIATION</u> | 8.4 | 75 | | 262.15 | |
| | | 50 (MEDIAN) | | 256.05 | |
| <u>VARIANCE</u> | 69.8 | 25 | | 250.40 | |
| | | 10 | | 246.08 | |
| <u>FREQUENCY DISTRIBUTION</u> | | | | | |
| <u>SCALE SCORE</u> | <u>FREQUENCY</u> | <u>CUMULATIVE FREQUENCY</u> | <u>PERCENT</u> | <u>CUMULATIVE PERCENT</u> | <u>2001 STATE PERCENTILE</u> |
| 285 | 24 | 101120 | 0.02 | 100.00 | 99 |
| 284 | 26 | 101096 | 0.03 | 99.98 | 99 |
| 283 | 46 | 101070 | 0.05 | 99.95 | 99 |
| 282 | 51 | 101024 | 0.05 | 99.91 | 99 |
| 281 | 83 | 100973 | 0.08 | 99.85 | 99 |
| 280 | 261 | 100890 | 0.26 | 99.77 | 99 |
| 279 | 189 | 100629 | 0.19 | 99.51 | 99 |
| 277 | 451 | 100440 | 0.45 | 99.33 | 99 |
| 276 | 596 | 99989 | 0.59 | 98.88 | 99 |
| 275 | 356 | 99393 | 0.35 | 98.29 | 99 |
| 274 | 801 | 99037 | 0.79 | 97.94 | 98 |
| 273 | 908 | 98236 | 0.90 | 97.15 | 97 |
| 272 | 1015 | 97328 | 1.00 | 96.25 | 97 |
| 271 | 1136 | 96313 | 1.12 | 95.25 | 96 |
| 270 | 1807 | 95177 | 1.79 | 94.12 | 94 |
| 269 | 629 | 93370 | 0.62 | 92.34 | 93 |
| 268 | 2074 | 92741 | 2.05 | 91.71 | 92 |
| 267 | 2177 | 90667 | 2.15 | 89.66 | 90 |
| 266 | 2296 | 88490 | 2.27 | 87.51 | 88 |
| 265 | 2347 | 86194 | 2.32 | 85.24 | 86 |
| 264 | 4053 | 83847 | 4.01 | 82.92 | 83 |
| 263 | 3103 | 79794 | 3.07 | 78.91 | 80 |
| 262 | 2401 | 76691 | 2.37 | 75.84 | 77 |
| 261 | 4993 | 74290 | 4.94 | 73.47 | 74 |
| 260 | 2455 | 69297 | 2.43 | 68.53 | 70 |
| 259 | 5176 | 66842 | 5.12 | 66.10 | 66 |
| 258 | 4059 | 61666 | 4.01 | 60.98 | 62 |
| 257 | 4804 | 57607 | 4.75 | 56.97 | 58 |
| 256 | 4997 | 52803 | 4.94 | 52.22 | 53 |
| 255 | 4778 | 47806 | 4.73 | 47.28 | 48 |
| 254 | 4703 | 43028 | 4.65 | 42.55 | 43 |
| 253 | 4436 | 38325 | 4.39 | 37.90 | 39 |
| 252 | 4200 | 33889 | 4.15 | 33.51 | 35 |
| 251 | 4005 | 29689 | 3.96 | 29.36 | 30 |
| 250 | 3874 | 25684 | 3.83 | 25.40 | 26 |
| 249 | 3527 | 21810 | 3.49 | 21.57 | 23 |
| 248 | 4323 | 18283 | 4.28 | 18.08 | 18 |
| 247 | 2775 | 13960 | 2.74 | 13.81 | 15 |
| 246 | 2538 | 11185 | 2.51 | 11.06 | 12 |
| 245 | 2083 | 8647 | 2.06 | 8.55 | 9 |
| 244 | 1818 | 6564 | 1.80 | 6.49 | 7 |
| 243 | 1485 | 4746 | 1.47 | 4.69 | 5 |
| 242 | 1002 | 3261 | 0.99 | 3.22 | 4 |
| 241 | 650 | 2259 | 0.64 | 2.23 | 3 |
| 240 | 711 | 1609 | 0.70 | 1.59 | 2 |
| 239 | 272 | 898 | 0.27 | 0.89 | 1 |
| 238 | 277 | 626 | 0.27 | 0.62 | 1 |
| 237 | 161 | 349 | 0.16 | 0.35 | 1 |
| 236 | 82 | 188 | 0.08 | 0.19 | 1 |
| 235 | 47 | 106 | 0.05 | 0.10 | 1 |
| 234 | 34 | 59 | 0.03 | 0.06 | 1 |
| LESS THAN 234 | 25 | 25 | 0.02 | 0.02 | 1 |

Notes: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 41. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 5 Reading**

| | | | |
|--------------------------------------|---------|------------------------|-------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 100,294 | <u>HIGH SCORE</u> | 181 |
| | | <u>LOW SCORE</u> | 126 |
| <u>MEAN</u> | 156.3 | 2001 STATE PERCENTILES | SCALE SCORE |
| <u>STANDARD DEVIATION</u> | 7.9 | 90 | 165.82 |
| | | 75 | 161.94 |
| | | 50 (<u>MEDIAN</u>) | 156.71 |
| <u>VARIANCE</u> | 62.6 | 25 | 151.58 |
| | | 10 | 145.91 |

FREQUENCY DISTRIBUTION

| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 1999 STATE PERCENTILE |
|---------------|-----------|----------------------|---------|--------------------|-----------------------|
| 181 | 2 | 100294 | 0.00 | 100.00 | 99 |
| 178 | 68 | 100292 | 0.07 | 100.00 | 99 |
| 176 | 167 | 100224 | 0.17 | 99.93 | 99 |
| 175 | 110 | 100057 | 0.11 | 99.76 | 99 |
| 174 | 224 | 99947 | 0.22 | 99.65 | 99 |
| 173 | 376 | 99723 | 0.37 | 99.43 | 99 |
| 172 | 452 | 99347 | 0.45 | 99.06 | 99 |
| 171 | 790 | 98895 | 0.79 | 98.61 | 99 |
| 170 | 718 | 98105 | 0.72 | 97.82 | 98 |
| 169 | 2118 | 97387 | 2.11 | 97.10 | 98 |
| 168 | 1538 | 95269 | 1.53 | 94.99 | 96 |
| 167 | 1211 | 93731 | 1.21 | 93.46 | 95 |
| 166 | 3320 | 92520 | 3.31 | 92.25 | 93 |
| 165 | 3786 | 89200 | 3.77 | 88.94 | 91 |
| 164 | 3763 | 85414 | 3.75 | 85.16 | 88 |
| 163 | 4101 | 81651 | 4.09 | 81.41 | 85 |
| 162 | 4145 | 77550 | 4.13 | 77.32 | 81 |
| 161 | 5328 | 73405 | 5.31 | 73.19 | 77 |
| 160 | 4011 | 68077 | 4.00 | 67.88 | 73 |
| 159 | 3844 | 64066 | 3.83 | 63.88 | 69 |
| 158 | 6330 | 60222 | 6.31 | 60.05 | 64 |
| 157 | 4742 | 53892 | 4.73 | 53.73 | 59 |
| 156 | 5672 | 49150 | 5.66 | 49.01 | 55 |
| 155 | 4034 | 43478 | 4.02 | 43.35 | 49 |
| 154 | 4825 | 39444 | 4.81 | 39.33 | 45 |
| 153 | 5227 | 34619 | 5.21 | 34.52 | 41 |
| 152 | 4699 | 29392 | 4.69 | 29.31 | 36 |
| 151 | 2684 | 24693 | 2.68 | 24.62 | 32 |
| 150 | 3185 | 22009 | 3.18 | 21.94 | 29 |
| 149 | 3273 | 18824 | 3.26 | 18.77 | 26 |
| 148 | 2819 | 15551 | 2.81 | 15.51 | 22 |
| 147 | 1583 | 12732 | 1.58 | 12.69 | 19 |
| 146 | 1884 | 11149 | 1.88 | 11.12 | 17 |
| 145 | 1272 | 9265 | 1.27 | 9.24 | 15 |
| 144 | 1487 | 7993 | 1.48 | 7.97 | 13 |
| 143 | 1037 | 6506 | 1.03 | 6.49 | 11 |
| 142 | 970 | 5469 | 0.97 | 5.45 | 10 |
| 141 | 638 | 4499 | 0.64 | 4.49 | 8 |
| 140 | 609 | 3861 | 0.61 | 3.85 | 7 |
| 139 | 547 | 3252 | 0.55 | 3.24 | 5 |
| 138 | 798 | 2705 | 0.80 | 2.70 | 4 |
| 137 | 401 | 1907 | 0.40 | 1.90 | 4 |
| 136 | 382 | 1506 | 0.38 | 1.50 | 3 |
| 135 | 407 | 1124 | 0.41 | 1.12 | 2 |
| 134 | 220 | 717 | 0.22 | 0.71 | 1 |
| 133 | 192 | 497 | 0.19 | 0.50 | 1 |
| 132 | 162 | 305 | 0.16 | 0.30 | 1 |
| 131 | 82 | 143 | 0.08 | 0.14 | 1 |
| 130 | 36 | 61 | 0.04 | 0.06 | 1 |
| LESS THAN 130 | 25 | 25 | 0.02 | 0.02 | 1 |

Notes: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 42. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 5 Mathematics

| | | | |
|--------------------------------------|---------|------------------------|-------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 101,125 | <u>HIGH SCORE</u> | 295 |
| | | <u>LOW SCORE</u> | 222 |
| <u>MEAN</u> | 260.8 | 2001 STATE PERCENTILES | SCALE SCORE |
| | | 90 | 273.90 |
| <u>STANDARD DEVIATION</u> | 9.7 | 75 | 267.34 |
| | | 50 (MEDIAN) | 260.22 |
| <u>VARIANCE</u> | 94.5 | 25 | 253.89 |
| | | 10 | 248.67 |

| <u>FREQUENCY DISTRIBUTION</u> | | | | | |
|-------------------------------|-----------|----------------------|---------|--------------------|-----------------------|
| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 2001 STATE PERCENTILE |
| 295 | 37 | 101125 | 0.04 | 100.00 | 99 |
| 293 | 21 | 101088 | 0.02 | 99.96 | 99 |
| 291 | 105 | 101067 | 0.10 | 99.94 | 99 |
| 290 | 70 | 100962 | 0.07 | 99.84 | 99 |
| 288 | 250 | 100892 | 0.25 | 99.77 | 99 |
| 287 | 145 | 100642 | 0.14 | 99.52 | 99 |
| 286 | 321 | 100497 | 0.32 | 99.38 | 99 |
| 285 | 194 | 100176 | 0.19 | 99.06 | 99 |
| 284 | 268 | 99982 | 0.27 | 98.87 | 99 |
| 283 | 461 | 99714 | 0.46 | 98.60 | 99 |
| 282 | 603 | 99253 | 0.60 | 98.15 | 98 |
| 281 | 301 | 98650 | 0.30 | 97.55 | 98 |
| 280 | 720 | 98349 | 0.71 | 97.25 | 98 |
| 279 | 823 | 97629 | 0.81 | 96.54 | 97 |
| 278 | 791 | 96806 | 0.78 | 95.73 | 96 |
| 277 | 1381 | 96015 | 1.37 | 94.95 | 95 |
| 276 | 1505 | 94634 | 1.49 | 93.58 | 94 |
| 275 | 1112 | 93129 | 1.10 | 92.09 | 93 |
| 274 | 1678 | 92017 | 1.66 | 90.99 | 92 |
| 273 | 2332 | 90339 | 2.31 | 89.33 | 90 |
| 272 | 1804 | 88007 | 1.78 | 87.03 | 88 |
| 271 | 1901 | 86203 | 1.88 | 85.24 | 86 |
| 270 | 1988 | 84302 | 1.97 | 83.36 | 84 |
| 269 | 2060 | 82314 | 2.04 | 81.40 | 82 |
| 268 | 4070 | 80254 | 4.02 | 79.36 | 80 |
| 267 | 2146 | 76184 | 2.12 | 75.34 | 77 |
| 266 | 4377 | 74038 | 4.33 | 73.21 | 74 |
| 265 | 2081 | 69661 | 2.06 | 68.89 | 71 |
| 264 | 4441 | 67580 | 4.39 | 66.83 | 67 |
| 263 | 2956 | 63139 | 2.92 | 62.44 | 64 |
| 262 | 3838 | 60183 | 3.80 | 59.51 | 61 |
| 261 | 4546 | 56345 | 4.50 | 55.72 | 57 |
| 260 | 4423 | 51799 | 4.37 | 51.22 | 52 |
| 259 | 3007 | 47376 | 2.97 | 46.85 | 49 |
| 258 | 3734 | 44369 | 3.69 | 43.88 | 45 |
| 257 | 4331 | 40635 | 4.28 | 40.18 | 41 |
| 256 | 4333 | 36304 | 4.28 | 35.90 | 37 |
| 255 | 4183 | 31971 | 4.14 | 31.62 | 32 |
| 254 | 4084 | 27788 | 4.04 | 27.48 | 28 |
| 253 | 3119 | 23704 | 3.08 | 23.44 | 25 |
| 252 | 2949 | 20585 | 2.92 | 20.36 | 21 |
| 251 | 2799 | 17636 | 2.77 | 17.44 | 18 |
| 250 | 3134 | 14837 | 3.10 | 14.67 | 15 |
| 249 | 1925 | 11703 | 1.90 | 11.57 | 12 |
| 248 | 2205 | 9778 | 2.18 | 9.67 | 10 |
| 247 | 1564 | 7573 | 1.55 | 7.49 | 8 |
| 246 | 1434 | 6009 | 1.42 | 5.94 | 6 |
| 245 | 1501 | 4575 | 1.48 | 4.52 | 5 |
| 244 | 692 | 3074 | 0.68 | 3.04 | 3 |
| 243 | 628 | 2382 | 0.62 | 2.36 | 3 |
| 242 | 508 | 1754 | 0.50 | 1.73 | 2 |
| 241 | 397 | 1246 | 0.39 | 1.23 | 1 |
| 240 | 279 | 849 | 0.28 | 0.84 | 1 |
| 239 | 184 | 570 | 0.18 | 0.56 | 1 |
| 238 | 149 | 386 | 0.15 | 0.38 | 1 |
| 237 | 97 | 237 | 0.10 | 0.23 | 1 |
| 236 | 47 | 140 | 0.05 | 0.14 | 1 |
| 235 | 30 | 93 | 0.03 | 0.09 | 1 |
| LESS THAN 235 | 63 | 63 | 0.06 | 0.06 | 1 |

Notes: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 43. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 6 Reading

| | | | |
|--------------------------------------|---------|------------------------|-------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 101,617 | <u>HIGH SCORE</u> | 183 |
| | | <u>LOW SCORE</u> | 124 |
| <u>MEAN</u> | 157.5 | 2001 STATE PERCENTILES | SCALE SCORE |
| STANDARD DEVIATION | 9.1 | 90 | 168.84 |
| | | 75 | 164.33 |
| | | 50 (<u>MEDIAN</u>) | 157.94 |
| <u>VARIANCE</u> | 83.4 | 25 | 151.28 |
| | | 10 | 145.13 |

FREQUENCY DISTRIBUTION

| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 1999 STATE PERCENTILE |
|---------------|-----------|----------------------|---------|--------------------|-----------------------|
| 183 | 20 | 101617 | 0.02 | 100.00 | 99 |
| 181 | 32 | 101597 | 0.03 | 99.98 | 99 |
| 180 | 106 | 101565 | 0.10 | 99.95 | 99 |
| 179 | 138 | 101459 | 0.14 | 99.84 | 99 |
| 178 | 208 | 101321 | 0.20 | 99.71 | 99 |
| 177 | 130 | 101113 | 0.13 | 99.50 | 99 |
| 176 | 587 | 100983 | 0.58 | 99.38 | 99 |
| 175 | 319 | 100396 | 0.31 | 98.80 | 99 |
| 174 | 953 | 100077 | 0.94 | 98.48 | 99 |
| 173 | 1109 | 99124 | 1.09 | 97.55 | 98 |
| 172 | 1326 | 98015 | 1.30 | 96.46 | 97 |
| 171 | 1637 | 96689 | 1.61 | 95.15 | 96 |
| 170 | 1679 | 95052 | 1.65 | 93.54 | 94 |
| 169 | 2891 | 93373 | 2.84 | 91.89 | 92 |
| 168 | 3167 | 90482 | 3.12 | 89.04 | 89 |
| 167 | 3379 | 87315 | 3.33 | 85.93 | 87 |
| 166 | 3537 | 83936 | 3.48 | 82.60 | 84 |
| 165 | 3611 | 80399 | 3.55 | 79.12 | 80 |
| 164 | 3363 | 76788 | 3.31 | 75.57 | 77 |
| 163 | 3475 | 73425 | 3.42 | 72.26 | 73 |
| 162 | 3364 | 69950 | 3.31 | 68.84 | 69 |
| 161 | 4470 | 66586 | 4.40 | 65.53 | 65 |
| 160 | 5507 | 62116 | 5.42 | 61.13 | 61 |
| 159 | 3047 | 56609 | 3.00 | 55.71 | 56 |
| 158 | 4930 | 53562 | 4.85 | 52.71 | 52 |
| 157 | 4716 | 48632 | 4.64 | 47.86 | 48 |
| 156 | 3682 | 43916 | 3.62 | 43.22 | 43 |
| 155 | 3470 | 40234 | 3.41 | 39.59 | 39 |
| 154 | 4302 | 36764 | 4.23 | 36.18 | 36 |
| 153 | 3862 | 32462 | 3.80 | 31.95 | 32 |
| 152 | 2239 | 28600 | 2.20 | 28.14 | 29 |
| 151 | 4360 | 26361 | 4.29 | 25.94 | 26 |
| 150 | 1979 | 22001 | 1.95 | 21.65 | 23 |
| 149 | 3068 | 20022 | 3.02 | 19.70 | 21 |
| 148 | 2353 | 16954 | 2.32 | 16.68 | 18 |
| 147 | 2536 | 14601 | 2.50 | 14.37 | 16 |
| 146 | 1424 | 12065 | 1.40 | 11.87 | 14 |
| 145 | 1309 | 10641 | 1.29 | 10.47 | 13 |
| 144 | 1600 | 9332 | 1.57 | 9.18 | 11 |
| 143 | 1450 | 7732 | 1.43 | 7.61 | 9 |
| 142 | 1001 | 6282 | 0.99 | 6.18 | 8 |
| 141 | 1135 | 5281 | 1.12 | 5.20 | 7 |
| 140 | 762 | 4146 | 0.75 | 4.08 | 5 |
| 139 | 621 | 3384 | 0.61 | 3.33 | 4 |
| 138 | 594 | 2763 | 0.58 | 2.72 | 4 |
| 137 | 470 | 2169 | 0.46 | 2.13 | 3 |
| 136 | 441 | 1699 | 0.43 | 1.67 | 2 |
| 135 | 341 | 1258 | 0.34 | 1.24 | 1 |
| 134 | 265 | 917 | 0.26 | 0.90 | 1 |
| 133 | 203 | 652 | 0.20 | 0.64 | 1 |
| 132 | 178 | 449 | 0.18 | 0.44 | 1 |
| 131 | 119 | 271 | 0.12 | 0.27 | 1 |
| LESS THAN 131 | 152 | 152 | 0.15 | 0.15 | 1 |

Notes: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 44. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 6 Mathematics

| | | | | | |
|--------------------------------------|-----------|------------------------|-------------|--------------------|-----------------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 102,060 | <u>HIGH SCORE</u> 296 | | | |
| | | <u>LOW SCORE</u> 228 | | | |
| <u>MEAN</u> | 264.5 | 2001 STATE PERCENTILES | SCALE SCORE | | |
| <u>STANDARD DEVIATION</u> | 9.9 | 90 | 278.01 | | |
| | | 75 | 271.24 | | |
| | | 50 (<u>MEDIAN</u>) | 263.79 | | |
| <u>VARIANCE</u> | 98.2 | 25 | 257.33 | | |
| | | 10 | 252.25 | | |
| <u>FREQUENCY DISTRIBUTION</u> | | | | | |
| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 2001 STATE PERCENTILE |
| 296 | 28 | 102060 | 0.03 | 100.00 | 99 |
| 294 | 71 | 102032 | 0.07 | 99.97 | 99 |
| 293 | 168 | 101961 | 0.16 | 99.90 | 99 |
| 291 | 341 | 101793 | 0.33 | 99.74 | 99 |
| 290 | 139 | 101452 | 0.14 | 99.40 | 99 |
| 288 | 733 | 101313 | 0.72 | 99.27 | 99 |
| 286 | 964 | 100580 | 0.94 | 98.55 | 99 |
| 284 | 1239 | 99616 | 1.21 | 97.61 | 98 |
| 283 | 973 | 98377 | 0.95 | 96.39 | 97 |
| 282 | 470 | 97404 | 0.46 | 95.44 | 96 |
| 281 | 1483 | 96934 | 1.45 | 94.98 | 96 |
| 280 | 1062 | 95451 | 1.04 | 93.52 | 94 |
| 279 | 1677 | 94389 | 1.64 | 92.48 | 93 |
| 278 | 1750 | 92712 | 1.71 | 90.84 | 92 |
| 277 | 1806 | 90962 | 1.77 | 89.13 | 90 |
| 276 | 1845 | 89156 | 1.81 | 87.36 | 89 |
| 275 | 2418 | 87311 | 2.37 | 85.55 | 87 |
| 274 | 2562 | 84893 | 2.51 | 83.18 | 85 |
| 273 | 1895 | 82331 | 1.86 | 80.67 | 83 |
| 272 | 3202 | 80436 | 3.14 | 78.81 | 80 |
| 271 | 2637 | 77234 | 2.58 | 75.68 | 78 |
| 270 | 3291 | 74597 | 3.22 | 73.09 | 75 |
| 269 | 3263 | 71306 | 3.20 | 69.87 | 72 |
| 268 | 3473 | 68043 | 3.40 | 66.67 | 69 |
| 267 | 3908 | 64570 | 3.83 | 63.27 | 66 |
| 266 | 4102 | 60662 | 4.02 | 59.44 | 62 |
| 265 | 2645 | 56560 | 2.59 | 55.42 | 59 |
| 264 | 4068 | 53915 | 3.99 | 52.83 | 56 |
| 263 | 3357 | 49847 | 3.29 | 48.84 | 52 |
| 262 | 4049 | 46490 | 3.97 | 45.55 | 48 |
| 261 | 4197 | 42441 | 4.11 | 41.58 | 44 |
| 260 | 4688 | 38244 | 4.59 | 37.47 | 40 |
| 259 | 4144 | 33556 | 4.06 | 32.88 | 36 |
| 258 | 3349 | 29412 | 3.28 | 28.82 | 32 |
| 257 | 3214 | 26063 | 3.15 | 25.54 | 28 |
| 256 | 3229 | 22849 | 3.16 | 22.39 | 25 |
| 255 | 3566 | 19620 | 3.49 | 19.22 | 21 |
| 254 | 2143 | 16054 | 2.10 | 15.73 | 18 |
| 253 | 3214 | 13911 | 3.15 | 13.63 | 15 |
| 252 | 1987 | 10697 | 1.95 | 10.48 | 12 |
| 251 | 1636 | 8710 | 1.60 | 8.53 | 10 |
| 250 | 1546 | 7074 | 1.51 | 6.93 | 8 |
| 249 | 1379 | 5528 | 1.35 | 5.42 | 6 |
| 248 | 1153 | 4149 | 1.13 | 4.07 | 5 |
| 247 | 721 | 2996 | 0.71 | 2.94 | 4 |
| 246 | 583 | 2275 | 0.57 | 2.23 | 3 |
| 245 | 479 | 1692 | 0.47 | 1.66 | 2 |
| 244 | 367 | 1213 | 0.36 | 1.19 | 1 |
| 243 | 273 | 846 | 0.27 | 0.83 | 1 |
| 242 | 230 | 573 | 0.23 | 0.56 | 1 |
| 241 | 136 | 343 | 0.13 | 0.34 | 1 |
| 240 | 90 | 207 | 0.09 | 0.20 | 1 |
| 239 | 46 | 117 | 0.05 | 0.11 | 1 |
| LESS THAN 239 | 71 | 71 | 0.07 | 0.07 | 1 |

Notes: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 45. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 7 Reading**

| | | | |
|--------------------------------------|---------|------------------------|-------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 100,420 | <u>HIGH SCORE</u> | 183 |
| | | <u>LOW SCORE</u> | 126 |
| <u>MEAN</u> | 160.1 | 2001 STATE PERCENTILES | SCALE SCORE |
| STANDARD DEVIATION | 8.3 | 90 | 170.36 |
| | | 75 | 166.01 |
| | | 50 (<u>MEDIAN</u>) | 160.78 |
| <u>VARIANCE</u> | 68.6 | 25 | 154.94 |
| | | 10 | 149.18 |

FREQUENCY DISTRIBUTION

| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 1999 STATE PERCENTILE |
|---------------|-----------|----------------------|---------|--------------------|-----------------------|
| 183 | 35 | 100420 | 0.03 | 100.00 | 99 |
| 181 | 160 | 100385 | 0.16 | 99.97 | 99 |
| 179 | 169 | 100225 | 0.17 | 99.81 | 99 |
| 178 | 264 | 100056 | 0.26 | 99.64 | 99 |
| 177 | 365 | 99792 | 0.36 | 99.37 | 99 |
| 176 | 462 | 99427 | 0.46 | 99.01 | 99 |
| 175 | 1398 | 98965 | 1.39 | 98.55 | 98 |
| 174 | 834 | 97567 | 0.83 | 97.16 | 98 |
| 173 | 948 | 96733 | 0.94 | 96.33 | 97 |
| 172 | 2246 | 95785 | 2.24 | 95.38 | 95 |
| 171 | 2733 | 93539 | 2.72 | 93.15 | 93 |
| 170 | 3099 | 90806 | 3.09 | 90.43 | 91 |
| 169 | 3407 | 87707 | 3.39 | 87.34 | 88 |
| 168 | 3537 | 84300 | 3.52 | 83.95 | 84 |
| 167 | 3601 | 80763 | 3.59 | 80.43 | 81 |
| 166 | 3763 | 77162 | 3.75 | 76.84 | 77 |
| 165 | 3823 | 73399 | 3.81 | 73.09 | 72 |
| 164 | 7389 | 69576 | 7.36 | 69.29 | 67 |
| 163 | 3643 | 62187 | 3.63 | 61.93 | 62 |
| 162 | 3417 | 58544 | 3.40 | 58.30 | 56 |
| 161 | 6788 | 55127 | 6.76 | 54.90 | 51 |
| 160 | 3119 | 48339 | 3.11 | 48.14 | 45 |
| 159 | 6045 | 45220 | 6.02 | 45.03 | 41 |
| 158 | 2843 | 39175 | 2.83 | 39.01 | 36 |
| 157 | 5500 | 36332 | 5.48 | 36.18 | 32 |
| 156 | 3764 | 30832 | 3.75 | 30.70 | 28 |
| 155 | 3522 | 27068 | 3.51 | 26.95 | 25 |
| 154 | 3119 | 23546 | 3.11 | 23.45 | 22 |
| 153 | 2932 | 20427 | 2.92 | 20.34 | 19 |
| 152 | 3347 | 17495 | 3.33 | 17.42 | 17 |
| 151 | 1504 | 14148 | 1.50 | 14.09 | 14 |
| 150 | 2017 | 12644 | 2.01 | 12.59 | 12 |
| 149 | 1812 | 10627 | 1.80 | 10.58 | 11 |
| 148 | 1082 | 8815 | 1.08 | 8.78 | 10 |
| 147 | 1013 | 7733 | 1.01 | 7.70 | 8 |
| 146 | 1313 | 6720 | 1.31 | 6.69 | 7 |
| 145 | 1110 | 5407 | 1.11 | 5.38 | 6 |
| 144 | 711 | 4297 | 0.71 | 4.28 | 5 |
| 143 | 644 | 3586 | 0.64 | 3.57 | 4 |
| 142 | 506 | 2942 | 0.50 | 2.93 | 3 |
| 141 | 481 | 2436 | 0.48 | 2.43 | 2 |
| 140 | 425 | 1955 | 0.42 | 1.95 | 2 |
| 139 | 353 | 1530 | 0.35 | 1.52 | 1 |
| 138 | 321 | 1177 | 0.32 | 1.17 | 1 |
| 137 | 363 | 856 | 0.36 | 0.85 | 1 |
| 136 | 217 | 493 | 0.22 | 0.49 | 1 |
| 135 | 164 | 276 | 0.16 | 0.27 | 1 |
| 134 | 49 | 112 | 0.05 | 0.11 | 1 |
| 133 | 32 | 63 | 0.03 | 0.06 | 1 |
| LESS THAN 133 | 31 | 31 | 0.03 | 0.03 | 1 |

Notes: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 46. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 7 Mathematics

| | | | | | |
|--------------------------------------|-----------|------------------------|---------|--------------------|-----------------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 100,674 | HIGH SCORE | | 307 | |
| | | LOW SCORE | | 231 | |
| MEAN | 268.0 | 2001 STATE PERCENTILES | | SCALE SCORE | |
| STANDARD DEVIATION | 10.9 | 90 | | 283.09 | |
| | | 75 | | 274.91 | |
| | | 50 (MEDIAN) | | 266.90 | |
| | | 25 | | 260.31 | |
| VARIANCE | 118.1 | 10 | | 254.69 | |
| FREQUENCY DISTRIBUTION | | | | | |
| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 2001 STATE PERCENTILE |
| 307 | 6 | 100674 | 0.01 | 100.00 | 99 |
| 305 | 14 | 100668 | 0.01 | 99.99 | 99 |
| 304 | 36 | 100654 | 0.04 | 99.98 | 99 |
| 302 | 86 | 100618 | 0.09 | 99.94 | 99 |
| 300 | 98 | 100532 | 0.10 | 99.86 | 99 |
| 299 | 117 | 100434 | 0.12 | 99.76 | 99 |
| 298 | 169 | 100317 | 0.17 | 99.65 | 99 |
| 297 | 177 | 100148 | 0.18 | 99.48 | 99 |
| 295 | 432 | 99971 | 0.43 | 99.30 | 99 |
| 294 | 541 | 99539 | 0.54 | 98.87 | 99 |
| 292 | 686 | 98998 | 0.68 | 98.34 | 99 |
| 291 | 460 | 98312 | 0.46 | 97.65 | 98 |
| 290 | 390 | 97852 | 0.39 | 97.20 | 98 |
| 289 | 901 | 97462 | 0.89 | 96.81 | 97 |
| 288 | 1015 | 96561 | 1.01 | 95.91 | 96 |
| 287 | 1124 | 95546 | 1.12 | 94.91 | 96 |
| 286 | 595 | 94422 | 0.59 | 93.79 | 95 |
| 285 | 1196 | 93827 | 1.19 | 93.20 | 94 |
| 284 | 1259 | 92631 | 1.25 | 92.01 | 93 |
| 283 | 1878 | 91372 | 1.87 | 90.76 | 92 |
| 282 | 1422 | 89494 | 1.41 | 88.89 | 90 |
| 281 | 1445 | 88072 | 1.44 | 87.48 | 89 |
| 280 | 1411 | 86627 | 1.40 | 86.05 | 87 |
| 279 | 1493 | 85216 | 1.48 | 84.65 | 86 |
| 278 | 2382 | 83723 | 2.37 | 83.16 | 84 |
| 277 | 2539 | 81341 | 2.52 | 80.80 | 82 |
| 276 | 1722 | 78802 | 1.71 | 78.27 | 80 |
| 275 | 2651 | 77080 | 2.63 | 76.56 | 78 |
| 274 | 2793 | 74429 | 2.77 | 73.93 | 75 |
| 273 | 2781 | 71636 | 2.76 | 71.16 | 72 |
| 272 | 3013 | 68855 | 2.99 | 68.39 | 70 |
| 271 | 3071 | 65842 | 3.05 | 65.40 | 67 |
| 270 | 4300 | 62771 | 4.27 | 62.35 | 63 |
| 269 | 2211 | 58471 | 2.20 | 58.08 | 60 |
| 268 | 4536 | 56260 | 4.51 | 55.88 | 57 |
| 267 | 2296 | 51724 | 2.28 | 51.38 | 53 |
| 266 | 4763 | 49428 | 4.73 | 49.10 | 50 |
| 265 | 4771 | 44665 | 4.74 | 44.37 | 45 |
| 264 | 2350 | 39894 | 2.33 | 39.63 | 41 |
| 263 | 4859 | 37544 | 4.83 | 37.29 | 38 |
| 262 | 2370 | 32685 | 2.35 | 32.47 | 34 |
| 261 | 4719 | 30315 | 4.69 | 30.11 | 30 |
| 260 | 2228 | 25596 | 2.21 | 25.42 | 27 |
| 259 | 3238 | 23368 | 3.22 | 23.21 | 24 |
| 258 | 3304 | 20130 | 3.28 | 20.00 | 20 |
| 257 | 1998 | 16826 | 1.98 | 16.71 | 18 |
| 256 | 1929 | 14828 | 1.92 | 14.73 | 16 |
| 255 | 3493 | 12899 | 3.47 | 12.81 | 13 |
| 254 | 1620 | 9406 | 1.61 | 9.34 | 10 |
| 253 | 1535 | 7786 | 1.52 | 7.73 | 8 |
| 252 | 1368 | 6251 | 1.36 | 6.21 | 6 |
| 251 | 1191 | 4883 | 1.18 | 4.85 | 5 |
| 250 | 969 | 3692 | 0.96 | 3.67 | 4 |
| 249 | 794 | 2723 | 0.79 | 2.70 | 3 |
| 248 | 259 | 1929 | 0.26 | 1.92 | 2 |
| 247 | 346 | 1670 | 0.34 | 1.66 | 2 |
| 246 | 460 | 1324 | 0.46 | 1.32 | 1 |
| 245 | 346 | 864 | 0.34 | 0.86 | 1 |
| 244 | 208 | 518 | 0.21 | 0.51 | 1 |
| 243 | 142 | 310 | 0.14 | 0.31 | 1 |
| 242 | 78 | 168 | 0.08 | 0.17 | 1 |
| LESS THAN 242 | 90 | 90 | 0.09 | 0.09 | 1 |

Notes: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 47. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 8 Reading

| | | | |
|--------------------------------------|--------|------------------------|-------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 96,104 | <u>HIGH SCORE</u> | 186 |
| | | <u>LOW SCORE</u> | 132 |
| <u>MEAN</u> | 163.4 | 2001 STATE PERCENTILES | SCALE SCORE |
| <u>STANDARD DEVIATION</u> | 7.8 | 90 | 172.98 |
| | | 75 | 168.57 |
| | | 50 (<u>MEDIAN</u>) | 164.06 |
| <u>VARIANCE</u> | 60.3 | 25 | 158.83 |
| | | 10 | 153.16 |

FREQUENCY DISTRIBUTION

| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 1999 STATE PERCENTILE |
|---------------|-----------|----------------------|---------|--------------------|-----------------------|
| 186 | 16 | 96104 | 0.02 | 100.00 | 99 |
| 184 | 92 | 96088 | 0.10 | 99.98 | 99 |
| 182 | 256 | 95996 | 0.27 | 99.89 | 99 |
| 181 | 252 | 95740 | 0.26 | 99.62 | 99 |
| 180 | 311 | 95488 | 0.32 | 99.36 | 99 |
| 179 | 402 | 95177 | 0.42 | 99.04 | 99 |
| 178 | 507 | 94775 | 0.53 | 98.62 | 99 |
| 177 | 1278 | 94268 | 1.33 | 98.09 | 98 |
| 176 | 769 | 92990 | 0.80 | 96.76 | 97 |
| 175 | 1975 | 92221 | 2.06 | 95.96 | 96 |
| 174 | 2342 | 90246 | 2.44 | 93.90 | 94 |
| 173 | 2688 | 87904 | 2.80 | 91.47 | 91 |
| 172 | 3102 | 85216 | 3.23 | 88.67 | 89 |
| 171 | 3339 | 82114 | 3.47 | 85.44 | 86 |
| 170 | 3320 | 78775 | 3.45 | 81.97 | 82 |
| 169 | 3625 | 75455 | 3.77 | 78.51 | 79 |
| 168 | 7330 | 71830 | 7.63 | 74.74 | 74 |
| 167 | 3755 | 64500 | 3.91 | 67.11 | 69 |
| 166 | 3582 | 60745 | 3.73 | 63.21 | 65 |
| 165 | 6928 | 57163 | 7.21 | 59.48 | 60 |
| 164 | 4922 | 50235 | 5.12 | 52.27 | 55 |
| 163 | 4781 | 45313 | 4.97 | 47.15 | 49 |
| 162 | 4372 | 40532 | 4.55 | 42.18 | 45 |
| 161 | 5349 | 36160 | 5.57 | 37.63 | 40 |
| 160 | 4725 | 30811 | 4.92 | 32.06 | 36 |
| 159 | 3069 | 26086 | 3.19 | 27.14 | 32 |
| 158 | 3031 | 23017 | 3.15 | 23.95 | 28 |
| 157 | 3518 | 19986 | 3.66 | 20.80 | 25 |
| 156 | 2244 | 16468 | 2.33 | 17.14 | 21 |
| 155 | 2678 | 14224 | 2.79 | 14.80 | 18 |
| 154 | 1220 | 11546 | 1.27 | 12.01 | 16 |
| 153 | 2086 | 10326 | 2.17 | 10.74 | 14 |
| 152 | 942 | 8240 | 0.98 | 8.57 | 12 |
| 151 | 870 | 7298 | 0.91 | 7.59 | 11 |
| 150 | 1520 | 6428 | 1.58 | 6.69 | 9 |
| 149 | 689 | 4908 | 0.72 | 5.11 | 8 |
| 148 | 628 | 4219 | 0.65 | 4.39 | 7 |
| 147 | 575 | 3591 | 0.60 | 3.74 | 6 |
| 146 | 501 | 3016 | 0.52 | 3.14 | 5 |
| 145 | 699 | 2515 | 0.73 | 2.62 | 4 |
| 144 | 624 | 1816 | 0.65 | 1.89 | 3 |
| 143 | 314 | 1192 | 0.33 | 1.24 | 2 |
| 142 | 257 | 878 | 0.27 | 0.91 | 2 |
| 141 | 207 | 621 | 0.22 | 0.65 | 1 |
| 140 | 263 | 414 | 0.27 | 0.43 | 1 |
| 139 | 57 | 151 | 0.06 | 0.16 | 1 |
| 138 | 55 | 94 | 0.06 | 0.10 | 1 |
| 137 | 17 | 39 | 0.02 | 0.04 | 1 |
| 136 | 13 | 22 | 0.01 | 0.02 | 1 |
| LESS THAN 136 | 9 | 9 | 0.01 | 0.01 | 1 |

Notes: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 48. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 8 Mathematics

| | | | | | |
|--------------------------------------|-----------|------------------------|-------------|--------------------|-----------------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 96,325 | HIGH SCORE | 310 | | |
| | | LOW SCORE | 235 | | |
| MEAN | 271.2 | 2001 STATE PERCENTILES | SCALE SCORE | | |
| STANDARD DEVIATION | 11.1 | 90 | 286.59 | | |
| | | 75 | 278.90 | | |
| | | 50 (MEDIAN) | 270.42 | | |
| VARIANCE | 124.2 | 25 | 263.28 | | |
| | | 10 | 256.93 | | |
| FREQUENCY DISTRIBUTION | | | | | |
| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 2001 STATE PERCENTILE |
| 310 | 15 | 96325 | 0.02 | 100.00 | 99 |
| 309 | 5 | 96310 | 0.01 | 99.98 | 99 |
| 307 | 33 | 96305 | 0.03 | 99.98 | 99 |
| 306 | 28 | 96272 | 0.03 | 99.94 | 99 |
| 305 | 54 | 96244 | 0.06 | 99.92 | 99 |
| 303 | 65 | 96190 | 0.07 | 99.86 | 99 |
| 302 | 97 | 96125 | 0.10 | 99.79 | 99 |
| 301 | 290 | 96028 | 0.30 | 99.69 | 99 |
| 299 | 343 | 95738 | 0.36 | 99.39 | 99 |
| 297 | 430 | 95395 | 0.45 | 99.03 | 99 |
| 296 | 540 | 94965 | 0.56 | 98.59 | 99 |
| 295 | 591 | 94425 | 0.61 | 98.03 | 98 |
| 293 | 679 | 93834 | 0.70 | 97.41 | 98 |
| 292 | 786 | 93155 | 0.82 | 96.71 | 97 |
| 291 | 790 | 92369 | 0.82 | 95.89 | 97 |
| 290 | 874 | 91579 | 0.91 | 95.07 | 96 |
| 289 | 1496 | 90705 | 1.55 | 94.17 | 95 |
| 288 | 1053 | 89209 | 1.09 | 92.61 | 94 |
| 287 | 1612 | 88156 | 1.67 | 91.52 | 93 |
| 286 | 1190 | 86544 | 1.24 | 89.85 | 91 |
| 285 | 1166 | 85354 | 1.21 | 88.61 | 90 |
| 284 | 2569 | 84188 | 2.67 | 87.40 | 89 |
| 283 | 1266 | 81619 | 1.31 | 84.73 | 87 |
| 282 | 2715 | 80353 | 2.82 | 83.42 | 85 |
| 281 | 1458 | 77638 | 1.51 | 80.60 | 83 |
| 280 | 2982 | 76180 | 3.10 | 79.09 | 81 |
| 279 | 1599 | 73198 | 1.66 | 75.99 | 79 |
| 278 | 3196 | 71599 | 3.32 | 74.33 | 76 |
| 277 | 1597 | 68403 | 1.66 | 71.01 | 74 |
| 276 | 3263 | 66806 | 3.39 | 69.35 | 71 |
| 275 | 2635 | 63543 | 2.74 | 65.97 | 68 |
| 274 | 2831 | 60908 | 2.94 | 63.23 | 65 |
| 273 | 2746 | 58077 | 2.85 | 60.29 | 63 |
| 272 | 3878 | 55331 | 4.03 | 57.44 | 59 |
| 271 | 3058 | 51453 | 3.17 | 53.42 | 56 |
| 270 | 3096 | 48395 | 3.21 | 50.24 | 53 |
| 269 | 4461 | 45299 | 4.63 | 47.03 | 49 |
| 268 | 2287 | 40838 | 2.37 | 42.40 | 45 |
| 267 | 3241 | 38551 | 3.36 | 40.02 | 43 |
| 266 | 3513 | 35310 | 3.65 | 36.66 | 39 |
| 265 | 3553 | 31797 | 3.69 | 33.01 | 35 |
| 264 | 3394 | 28244 | 3.52 | 29.32 | 31 |
| 263 | 3444 | 24850 | 3.58 | 25.80 | 28 |
| 262 | 2251 | 21406 | 2.34 | 22.22 | 24 |
| 261 | 2080 | 19155 | 2.16 | 19.89 | 22 |
| 260 | 2259 | 17075 | 2.35 | 17.73 | 19 |
| 259 | 2134 | 14816 | 2.22 | 15.38 | 17 |
| 258 | 1975 | 12682 | 2.05 | 13.17 | 14 |
| 257 | 1877 | 10707 | 1.95 | 11.12 | 12 |
| 256 | 1768 | 8830 | 1.84 | 9.17 | 10 |
| 255 | 1558 | 7062 | 1.62 | 7.33 | 8 |
| 254 | 1418 | 5504 | 1.47 | 5.71 | 6 |
| 253 | 1109 | 4086 | 1.15 | 4.24 | 5 |
| 252 | 913 | 2977 | 0.95 | 3.09 | 3 |
| 251 | 365 | 2064 | 0.38 | 2.14 | 3 |
| 250 | 364 | 1699 | 0.38 | 1.76 | 2 |
| 249 | 485 | 1335 | 0.50 | 1.39 | 1 |
| 248 | 316 | 850 | 0.33 | 0.88 | 1 |
| 247 | 219 | 534 | 0.23 | 0.55 | 1 |
| 246 | 143 | 315 | 0.15 | 0.33 | 1 |
| 245 | 45 | 172 | 0.05 | 0.18 | 1 |
| 244 | 34 | 127 | 0.04 | 0.13 | 1 |
| LESS THAN 244 | 93 | 93 | 0.10 | 0.10 | 1 |

Notes: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 49. 2001-02 End-of-Grade Multiple-Choice Test Results
Grade 3 Mean Scale Score by LEA - Reading

| State | Mean Score ¹ | 2002 LEA Performance |
|------------|-------------------------|---|
| 2002 State | 158.3 | Quest Academy** |
| | 157.9 | Metrolina** |
| | 155.7 | Mountain Community** |
| | 154.3 | Summit Charter** |
| | 152.9 | Chapel Hill-Carrboro City |
| | 151.5 | Watauga |
| | 151.1 | Currituck |
| | 150.9 | Cape Fear Center**, Wake |
| | 150.7 | Carteret |
| | 150.3 | Union Academy** |
| | 150.1 | Clay, Craven, Mooresville City |
| | 149.9 | New Hanover |
| | 149.7 | Buncombe, Henderson, Polk |
| | 149.5 | Alleghany, Francine Delany**, Onslow, Whiteville City |
| | 149.3 | Macon, Yancey |
| | 149.1 | Cabarrus, Greensboro Academy**, Haywood, Madison, Orange, Pamlico, Union, Vance Charter** |
| | 148.9 | Arapahoe Charter**, Cleveland, Jackson, Lee, Lincoln Charter**, Newton Conover City, Wilkes |
| | 148.7 | Asheville City, Caldwell, Cherokee, Davidson, Moore, Person, Rutherford |
| | 148.5 | Burke, Franklin Academy**, Jones, Perquimans, Sterling Montessori**, Transylvania, Wilson |
| | 148.3 | Camden, Dare, Dillard Academy**, East Wake Academy**, Elkin City, Iredell-Statesville |
| | 148.1 | Ashe, Avery, Davie, Evergreen Community**, Johnston, Millennium**, Mount Airy City, Shelby City |
| | 147.9 | Alexander, Charlotte/Mecklenburg, Gaston, Kings Mountain City, Mitchell, Phoenix Academy**, Piedmont Community**, Tiller School** |
| | 147.7 | Brunswick, Catawba, Chatham, Hickory City, Lincoln, Wayne, Winston-Salem/Forsyth |
| | 147.5 | American Renaissance**, Guilford, Nash-Rocky Mount |
| | 147.3 | Beaufort, Caswell, Gates, Granville, Lenoir, Pender, Pitt, Rowan-Salisbury, Surry |
| | 147.1 | Cumberland, Kannapolis City, Randolph, Roanoke Rapids City, Stanly, Stokes, Tyrrell |
| | 146.9 | Alamance-Burlington, Harnett, McDowell, Yadkin |
| | 146.7 | Clinton City |
| | 146.5 | Asheboro City, Graham, River Mill Academy**, Sampson, Swain |
| | 146.3 | Duplin, Durham |
| | 146.1 | Brevard Academy**, Rockingham |
| | 145.7 | Children's Village Academy**, Clover Garden**, Forsyth Academies**, Research Triangle**, Richmond |
| | 145.5 | Lexington City |
| | 145.3 | Bethel Hill**, East Winston Primary**, Elizabeth City/Pasquotank, Haliwa-Saponi Tribal**, Turning Point** |
| | 145.1 | Charter Day School**, Columbus, Franklin, Halifax |
| | 144.9 | ArtSpace Charter**, Bladen, Edenton/Chowan, Greene, Hyde, Maureen Joy**, Robeson, Vance, Village Charter** |
| | 144.7 | Chatham Charter**, Orange Charter**, Scotland, The Learning Center**, Thomasville City |
| | 144.5 | Martin |
| | 144.3 | Edgecombe |
| 1997 State | 144.1 | Rocky Mount Charter** |
| 1996 State | 143.9 | Hoke |
| 1995 State | 143.7 | Anson, Hertford, Warren |
| | 143.5 | Northampton, Northeast Raleigh**, Rowan Academy** |
| 1994 State | 143.3 | S.B. Howard** |
| | 143.1 | Montgomery |
| | 142.9 | Bertie, Healthy Start**, Washington Montessori**, Washington |
| 1993 State | 142.7 | Englemann School**, STARS** |
| | 142.3 | Guilford-SABIS** |
| | 142.1 | Bridges** |
| | 141.9 | Community Charter** |
| | 140.5 | SPARC Academy** |
| | 140.3 | Hope Elementary**, Omuteko Gwamaziima** |
| | 140.1 | PreEminent** |
| | 139.5 | Weldon City |
| | 138.3 | C.G. Woodson** |
| | 137.9 | Sugar Creek** |
| | 137.3 | Carter Community** |
| | 135.9 | Stanly Co. Community** |
| | * | Crossnore Academy**, Grandfather Academy**, Success Institute** |

Notes. ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

**Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 50. 2001-02 End-of-Grade Multiple-Choice Test Results
Grade 3 Mean Scale Score by LEA - Mathematics

| State*** | Mean Score ¹ | 2002 LEA Performance |
|----------------------|-------------------------|---|
| | 263.5 | Quest Academy** |
| | 258.9 | Metrolina** |
| | 256.5 | Mountain Community** |
| | 256.1 | Chapel Hill-Carrboro City |
| | 254.7 | Wake, Watauga |
| | 254.5 | Carteret |
| | 254.1 | Tiller School** |
| | 253.7 | Mooresville City |
| | 253.5 | New Hanover, Yancey |
| | 253.3 | Currituck |
| | 253.1 | Alleghany, Henderson, Moore, Pamlico, Summit Charter**, Union Academy**, Union |
| | 252.9 | Ashe, Buncombe, Cabarrus, Franklin Academy**, Greensboro Academy**, Macon, Madison |
| | 252.7 | Cherokee, Clay, Craven, Lee, Wilkes |
| | 252.5 | Dare, Elkin City, Orange, Piedmont Community**, Polk, Roanoke Rapids City, Whiteville City |
| | 252.1 | Arapahoe Charter**, Avery, Cleveland, Haywood, Randolph, Yadkin |
| | 251.9 | Asheville City, Burke, Camden, Chatham, Davidson, Davie, Johnston, Onslow, Surry, Vance Charter**, Wayne |
| | 251.7 | Alamance-Burlington, Charlotte/Mecklenburg, Hickory City, Mitchell, Person, River Mill Academy** |
| 2002 State | 251.5 | Caswell, Guilford, Jones, Mount Airy City, Rutherford |
| | 251.3 | Caldwell, Gaston, Iredell-Statesville, Jackson, Kings Mountain City, Lenoir, Newton Conover City, Shelby City, Stokes |
| | 251.1 | Beaufort, Catawba, Lincoln Charter**, Lincoln, Millennium**, Perquimans, Stanly, Wilson, Winston-Salem/Forsyth |
| | 250.9 | Brunswick, Cape Fear Center**, Transylvania, Tyrrell |
| 2001 State | 250.7 | Asheboro City, Cumberland, Harnett |
| | 250.5 | Alexander, Hyde, Nash-Rocky Mount, Pender, Phoenix Academy**, Pitt, Rowan Academy** |
| | 250.3 | Kannapolis City, Sampson |
| 2000 State | 250.1 | Clinton City, Durham, Gates, Granville, Haliwa-Saponi Tribal**, McDowell, Rowan-Salisbury, Sterling Montessori** |
| | 249.9 | Francine Delany** |
| | 249.7 | Duplin, Rockingham |
| | 249.5 | Graham, Martin, Richmond |
| 1997,1998,1999 State | 249.3 | Brevard Academy**, Bridges**, Columbus, Evergreen Community**, Orange Charter**, Swain |
| | 249.1 | Bladen, Clover Garden**, East Wake Academy**, East Winston Primary**, Lexington City |
| | 248.9 | Montgomery |
| | 248.7 | American Renaissance**, Edgecombe, Elizabeth City/Pasquotank, Halifax, STARS**, Thomasville City, Vance |
| | 248.5 | Robeson |
| 1995,1996 State | 248.3 | Franklin, Greene, Research Triangle**, Scotland, The Learning Center**, Village Charter** |
| | 248.1 | |
| | 247.9 | Rocky Mount Charter** |
| | 247.7 | Bethel Hill**, Edenton/Chowan, Hoke |
| | 247.5 | Forsyth Academies** |
| | 247.3 | Anson, Dillard Academy**, Englemann School**, Turning Point**, Warren |
| 1993,1994 State | 247.1 | Hertford, Northeast Raleigh**, Washington |
| | 246.9 | Chatham Charter**, Maureen Joy** |
| | 246.5 | Bertie |
| | 246.3 | ArtSpace Charter**, Northampton |
| | 245.9 | Washington Montessori** |
| | 245.7 | Carter Community** |
| | 245.3 | Healthy Start**, S.B. Howard** |
| | 245.1 | Charter Day School**, Community Charter** |
| | 244.9 | Omuteko Gwamaziima** |
| | 244.7 | Weldon City |
| | 244.5 | Guilford-SABIS** |
| | 244.1 | Hope Elementary** |
| | 243.9 | C.G. Woodson** |
| | 243.7 | PreEminent** |
| | 243.5 | Children's Village Academy** |
| | 243.3 | SPARC Academy** |
| | 241.5 | Sugar Creek** |
| | 239.7 | Stanly Co. Community** |
| | * | Crossnore Academy**, Grandfather Academy**, Success Institute** |

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-00 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 51. 2001-02 End-of-Grade Multiple-Choice Test Results
Grade 4 Mean Scale Score by LEA - Reading

| State | Mean Score ¹ | 2002 LEA Performance |
|------------|-------------------------|--|
| | 162.5 | Metrolina**, Quest Academy** |
| | 160.9 | Magellan** |
| | 158.3 | Mountain Community** |
| | 157.3 | Cape Fear Center**, Chapel Hill-Carrboro City |
| | 156.7 | Summit Charter** |
| | 155.7 | Phoenix Academy** |
| | 155.5 | Watauga |
| | 155.1 | Polk |
| | 154.5 | Avery, Wake |
| | 154.3 | Vance Charter** |
| | 154.1 | Evergreen Community** |
| | 153.9 | Cherokee, Francine Delany** |
| | 153.5 | Buncombe, Carteret, Elkin City, Greensboro Academy** |
| | 153.3 | ArtSpace Charter**, Camden, Franklin Academy** |
| | 153.1 | Henderson, Yancey |
| | 152.9 | Currituck, Madison, New Hanover, Washington Montessori** |
| | 152.7 | Onslow, Orange, Transylvania, Union Academy** |
| | 152.5 | Clay, Dare, Macon |
| | 152.3 | Craven, Davidson, Lincoln Charter** |
| | 152.1 | Ashe, Asheville City, Cabarrus, Caldwell, Millennium**, Moore, Mooresville City, Orange Charter**, Sterling Montessori** |
| | 151.9 | Kings Mountain City, Rutherford, Union |
| | 151.7 | Alleghany, Davie, Forsyth Academies**, Haywood, Johnston, Mount Airy City, STARS**, Tyrrell |
| | 151.5 | Brevard Academy**, Gates, The Learning Center** |
| | 151.3 | Bridges**, Burke, Surry, Swain |
| | 151.1 | Catawba, Jones, Mitchell, Pender |
| 2002 State | 150.9 | Arapahoe Charter**, Asheboro City, Chatham Charter**, Cleveland, Graham, Stokes, Tiller School**, Wilson |
| | 150.7 | Alexander, Charlotte/Mecklenburg, Hickory City, Lenoir, McDowell, Newton Conover City, Stanly, Wilkes, Winston-Salem/Forsyth |
| 2001 State | 150.5 | American Renaissance**, Brunswick, Chatham, Gaston, Roanoke Rapids City, Sampson, Yadkin |
| | 150.3 | Cumberland, Lee, Person, Randolph, Shelby City |
| 2000 State | 150.1 | Elizabeth City/Pasquotank, Guilford, Harnett, Iredell-Statesville, Lincoln, Nash-Rocky Mount |
| | 149.9 | River Mill Academy**, Wayne |
| | 149.7 | Alamance-Burlington, Beaufort, Bethel Hill**, Caswell, Community Charter**, Kannapolis City, Pitt, Rowan-Salisbury |
| 1999 State | 149.5 | Durham, Granville, Halifax, Pamlico, Village Charter** |
| 1998 State | 149.3 | Clinton City, Duplin |
| | 149.1 | Piedmont Community**, Whiteville City |
| | 148.9 | East Wake Academy**, Jackson |
| 1996 State | 148.7 | Franklin, Rockingham |
| 1997 State | 148.5 | Edenton/Chowan, Martin |
| | 148.3 | Scotland, Vance |
| | 148.1 | Anson, Bladen, Perquimans |
| 1994 State | 147.9 | Greene |
| 1995 State | 147.7 | Columbus, Hyde |
| | 147.5 | East Winston Primary**, Robeson, Rocky Mount Charter** |
| 1993 State | 147.1 | Clover Garden** |
| | 146.9 | Edgecombe, Hope Elementary** |
| | 146.7 | Bertie, Northampton, Warren |
| | 146.5 | Hoke, Thomasville City |
| | 146.3 | Lexington City |
| | 146.1 | Richmond |
| | 145.5 | Englemann School**, Montgomery |
| | 145.1 | Hertford |
| | 144.7 | S.B. Howard** |
| | 144.3 | Research Triangle**, Washington |
| | 144.1 | Guilford-SABIS**, Weldon City |
| | 143.9 | PreEminent** |
| | 143.3 | Turning Point** |
| | 142.9 | Stanly Co. Community** |
| | 142.7 | Maureen Joy** |
| | 142.5 | Children's Village Academy** |
| | 141.9 | Haliwa-Saponi Tribal**, Northeast Raleigh** |
| | 141.5 | Carter Community**, Omuteko Gwamaziima**, Quality Education** |
| | 141.3 | Sugar Creek** |
| | 140.9 | Rowan Academy** |
| | 140.5 | SPARC Academy** |
| | 139.9 | Healthy Start** |
| | 138.3 | C.G. Woodson** |
| | * | Crossnore Academy**, Grandfather Academy**, Success Institute**, Woods Charter** |

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 52. 2001-02 End-of-Grade Multiple-Choice Test Results
Grade 4 Mean Scale Score by LEA - Mathematics

| State*** | Mean Score ¹ | 2002 LEA Performance |
|-----------------|-------------------------|--|
| | 270.7 | Quest Academy** |
| | 269.9 | Metrolina** |
| | 265.1 | Magellan** |
| | 261.9 | Chapel Hill-Carrboro City |
| | 261.7 | Phoenix Academy**, Polk |
| | 261.1 | Watauga |
| | 260.5 | Mountain Community** |
| | 259.9 | Cape Fear Center**, Elkin City, Wake |
| | 259.5 | Arapahoe Charter** |
| | 259.1 | Cherokee, Kings Mountain City |
| | 258.9 | Avery, Orange, Vance Charter** |
| | 258.7 | Buncombe, Davie, Henderson, Macon, New Hanover |
| | 258.5 | Camden, Tyrrell |
| | 258.3 | Ashe, Cabarrus, Currituck, Surry |
| | 258.1 | Carteret, Clay, Union, Yadkin |
| | 257.9 | Lincoln Charter**, River Mill Academy**, Transylvania |
| | 257.7 | Dare, Madison, Mount Airy City |
| | 257.5 | Davidson, Franklin Academy**, Hickory City, Johnston, Onslow, Rutherford, Yancey |
| | 257.3 | Moore, Summit Charter** |
| | 257.1 | Alamance-Burlington, Burke, Charlotte/Mecklenburg, Craven, Jones, Randolph, Union Academy** |
| | 256.9 | Alleghany, Cleveland, Evergreen Community**, Millennium**, Pender |
| | 256.7 | Caldwell, Lee, Mooresville City, Pamlico, Wilkes |
| 2002 State | 256.5 | Asheboro City, Asheville City, Francine Delany**, Gates, Haywood, Lincoln, Orange Charter** |
| | 256.3 | ArtSpace Charter**, Catawba, Chatham Charter**, Forsyth Academies**, Greensboro Academy**, Guilford, Mitchell, Winston-Salem/Forsyth |
| | 256.1 | Kannapolis City, Lenoir, Sampson |
| 2001 State | 255.9 | Beaufort, Brunswick, Chatham, McDowell, Nash-Rocky Mount, Roanoke Rapids City, Stanly, Stokes |
| | 255.7 | Bridges**, Caswell, Clinton City, Duplin, Gaston, Harnett, Person |
| | 255.5 | Cumberland, Durham, Swain, Tiller School**, Wayne, Wilson |
| | 255.3 | Elizabeth City/Pasquotank, Iredell-Statesville, STARS**, Whiteville City |
| 2000 State | 255.1 | Alexander, Graham, Newton Conover City, Pitt |
| | 254.9 | Granville, Halifax, Martin, Rowan-Salisbury, Vance |
| | 254.7 | Bethel Hill**, Franklin, Jackson |
| | 254.5 | Columbus, Rockingham |
| | 254.3 | East Wake Academy**, Shelby City |
| 1998,1999 State | 254.1 | |
| | 253.7 | Anson, Bertie |
| | 253.5 | Edenton/Chowan, Greene, Perquimans, Scotland |
| | 253.3 | Bladen, Robeson, Rocky Mount Charter**, Sterling Montessori** |
| 1997 State | 253.1 | Brevard Academy** |
| | 252.7 | Piedmont Community** |
| | 252.5 | Edgecombe, Lexington City, Thomasville City |
| | 252.3 | Hoke, Northampton, Richmond, The Learning Center**, Weldon City |
| 1996 State | 252.1 | American Renaissance**, Montgomery, Warren |
| | 251.7 | Hertford |
| | 251.3 | Community Charter**, Englemann School**, Village Charter**, Washington Montessori** |
| 1995 State | 251.1 | |
| | 250.7 | Hyde |
| | 250.5 | Washington |
| 1994 State | 250.1 | Clover Garden** |
| | 249.7 | S.B. Howard** |
| | 249.5 | East Winston Primary** |
| | 249.3 | PreEminent** |
| 1993 State | 249.1 | Maureen Joy** |
| | 248.9 | Guilford-SABIS**, Hope Elementary**, Omuteko Gwamaziima** |
| | 248.5 | Haliwa-Saponi Tribal**, Rowan Academy** |
| | 248.3 | Research Triangle** |
| | 247.7 | Quality Education** |
| | 247.5 | Sugar Creek** |
| | 247.3 | C.G. Woodson** |
| | 247.1 | Carter Community** |
| | 246.9 | SPARC Academy** |
| | 246.7 | Healthy Start** |
| | 246.1 | Northeast Raleigh**, Turning Point** |
| | 245.7 | Children's Village Academy ** |
| | 245.3 | Stanly Co. Community** |
| | * | Crossnore Academy**, Grandfather Academy**, Success Institute**, Woods Charter** |

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-00 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 53. 2001-02 End-of-Grade Multiple-Choice Test Results
Grade 5 Mean Scale Score by LEA - Reading

| State | Mean Score ¹ | 2002 LEA Performance |
|-----------------|-------------------------|---|
| | 166.5 | Metrolina** |
| | 164.7 | Magellan** |
| | 163.7 | Quest Academy** |
| | 161.5 | Chapel Hill-Carrboro City, Woods Charter** |
| | 160.9 | Lake Norman** |
| | 160.5 | River Mill Academy** |
| | 160.1 | Camden, Summit Charter** |
| | 159.9 | Elkin City, Francine Delany**, Union Academy** |
| | 159.7 | Watauga |
| | 159.5 | Wake |
| | 158.9 | Cape Fear Center** |
| | 158.7 | Brevard Academy**, Buncombe, Clay, Polk |
| | 158.5 | Arapahoe Charter**, Franklin Academy**, Orange Charter**, Tiller School** |
| | 158.3 | Cherokee, Currituck, Henderson, Orange, Transylvania |
| | 158.1 | Chatham Charter**, Dare, Mountain Community** |
| | 157.9 | Avery, Carteret, Evergreen Community**, Haywood, Madison, Mount Airy City |
| | 157.7 | Craven, Macon, Phoenix Academy**, Onslow, Yancey |
| | 157.5 | Alleghany, Caldwell, Gaston College Prep**, Gates, Kings Mountain City, New Hanover, Pamlico |
| | 157.3 | Ashe, Asheville City, Davidson, Lincoln, Shelby City, Swain |
| | 157.1 | Cabarrus, Davie, Union |
| | 156.9 | ArtSpace Charter**, Burke, Greensboro Academy**, Johnston, Mitchell |
| | 156.7 | Millennium**, Moore, Mooresville City, Rutherford, Wilson |
| | 156.5 | Alamance-Burlington, Cleveland, Hickory City, Pender, Roanoke Rapids City |
| 2002 State | 156.3 | Catawba, Guilford, Lee, Newton Conover City, Stokes |
| 2001 State | 156.1 | Charlotte/Mecklenburg, Chatham, Clover Garden**, Lincoln Charter**, Nash-Rocky Mount, Stanly, Sterling Montessori**, Surry, Wilkes, Winston-Salem/Forsyth |
| | 155.9 | Alexander, Clinton City, Iredell-Statesville, Jackson, McDowell, Person, Rowan-Salisbury, Yadkin |
| | 155.7 | Bethel Hill**, Harnett, Lenoir, Randolph |
| | 155.5 | Brunswick, Cumberland, Durham, Gaston, Graham, Sampson, The Learning Center** |
| 2000 State | 155.3 | Perquimans, Pitt, Rockingham, Wayne |
| | 155.1 | Beaufort, Community Charter**, Englemann School**, Granville, Kannapolis City, MAST** |
| | 154.9 | Asheboro City, East Wake Academy**, Piedmont Community** |
| | 154.7 | American Renaissance**, Duplin, Elizabeth City/Pasquotank, Vance Charter** |
| | 154.5 | Jones |
| 1998,1999 State | 154.3 | Columbus, Edenton/Chowan, Forsyth Academies**, Tyrrell, Vance, Whiteville City |
| | 154.1 | Halifax, Scotland |
| | 153.9 | Caswell, Franklin, Greene, Hoke, Martin |
| | 153.7 | Bladen |
| | 153.5 | Warren |
| 1997 State | 153.1 | |
| | 152.9 | Rocky Mount Charter** |
| 1995 State | 152.5 | Anson, Bertie, Lexington City, Richmond, Rowan Academy** |
| | 152.3 | Bridges**, Hyde, Northampton, Thomasville City |
| 1996 State | 152.1 | Grandfather Academy**, Quality Education** |
| | 151.9 | Hertford, Montgomery |
| 1994 State | 151.7 | Maureen Joy**, Robeson |
| 1993 State | 151.5 | Edgecombe |
| | 151.3 | STARS** |
| | 151.1 | Guilford-SABIS** |
| | 150.9 | Washington |
| | 150.7 | Haliwa-Saponi Tribal** |
| | 150.5 | S.B. Howard** |
| | 150.3 | Research Triangle** |
| | 149.7 | Village Charter** |
| | 149.3 | Children's Village Academy** |
| | 148.5 | Omuteko Gwamaziima** |
| | 148.3 | Weldon City |
| | 147.7 | Northeast Raleigh** |
| | 147.5 | SPARC Academy** |
| | 146.9 | Sugar Creek**, Turning Point** |
| | 146.3 | C.G. Woodson** |
| | 145.9 | Healthy Start** |
| | 145.1 | Carter Community** |
| | 144.1 | PreEminent** |
| | * | Crossnore Academy**, Success Institute** |

Notes:¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix. Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 54. 2001-02 End-of-Grade Multiple-Choice Test Results
Grade 5 Mean Scale Score by LEA - Mathematics

| State*** | Mean Score ¹ | 2002 LEA Performance |
|-----------------|-------------------------|--|
| | 274.7 | Quest Academy** |
| | 274.5 | Magellan** |
| | 274.3 | Metrolina** |
| | 268.1 | Chapel Hill-Carrboro City |
| | 267.9 | Lake Norman** |
| | 265.9 | Summit Charter** |
| | 265.7 | Camden |
| | 265.1 | Elkin City |
| | 264.9 | Wake |
| | 264.7 | Watauga |
| | 263.7 | Francine Delany**, Polk, Transylvania |
| | 263.5 | Buncombe, Orange |
| | 263.3 | Franklin Academy** |
| | 262.9 | Davie, Henderson, Madison, New Hanover, Roanoke Rapids City, Yancey |
| | 262.7 | Avery, Currituck, Dare, Union |
| | 262.5 | Cape Fear Center**, Kings Mountain City, Lincoln, Millennium**, Mount Airy City, Union Academy** |
| | 262.3 | Alamance-Burlington, Alleghany, Cherokee, Tiller School** |
| | 262.1 | Carteret, Hickory City |
| | 261.9 | Ashe, Cabarrus, Chatham Charter**, Clay, Craven, Moore, Orange Charter** |
| | 261.7 | Cleveland, Graham, Lee, Macon, Onslow, Surry |
| | 261.5 | Charlotte/Mecklenburg |
| | 261.3 | Davidson, Guilford, Haywood, Mountain Community**, Rutherford |
| 2002 State | 261.1 | Caldwell, Clover Garden**, Gaston College Prep**, Phoenix Academy** |
| | 260.9 | Burke, Johnston, Pamlico, Winston-Salem/Forsyth |
| | 260.7 | Arapahoe Charter**, Asheville City, Brevard Academy**, Catawba, Yadkin |
| | 260.5 | Greensboro Academy**, Mooresville City, Person |
| 2001 State | 260.3 | Durham, Gaston, Gates, Randolph, River Mill Academy** |
| | 260.1 | Clinton City, Lenoir, Newton Conover City, Pender, Wilkes, Wilson |
| | 259.9 | Chatham, Cumberland, Iredell-Statesville, Nash-Rocky Mount, Shelby City |
| | 259.7 | Perquimans |
| | 259.5 | Pitt, Rowan-Salisbury |
| 1999,2000 State | 259.3 | Beaufort, Jackson, Sampson, Stanly |
| | 259.1 | Elizabeth City/Pasquotank, Kannapolis City, McDowell, Stokes, Vance, Wayne, Woods Charter** |
| | 258.9 | Alexander, Asheboro City, Brunswick, Columbus, Jones, Rockingham |
| | 258.7 | Harnett |
| | 258.5 | Bertie, Caswell, Duplin, Halifax |
| | 258.3 | ArtSpace Charter**, Granville, Martin, Swain |
| | 258.1 | Evergreen Community**, Rowan Academy**, Tyrrell |
| | 257.9 | Lexington City, Piedmont Community**, Quality Education**, Scotland |
| | 257.7 | Mitchell, Rocky Mount Charter** |
| | 257.3 | Community Charter**, Greene, Hyde, Warren |
| | 256.9 | Bethel Hill**, Franklin, MAST**, Vance Charter** |
| | 256.7 | Hoke, Lincoln Charter** |
| | 256.5 | Bladen, Whiteville City |
| 1998 State | 256.3 | East Wake Academy**, Edenton/Chowan, Montgomery |
| | 256.1 | Richmond |
| | 255.9 | Anson, Englemann School**, Forsyth Academies**, Guilford-SABIS**, Hertford |
| | 255.7 | Edgecombe, Northampton, The Learning Center** |
| | 255.5 | Robeson |
| 1997 State | 255.3 | Sterling Montessori** |
| | 255.1 | |
| | 254.9 | American Renaissance** |
| | 254.7 | Washington |
| 1996 State | 254.1 | Haliwa-Saponi Tribal** |
| | 253.7 | Thomasville City, Village Charter** |
| | 253.5 | Bridges** |
| | 253.3 | Maureen Joy**, Weldon City |
| 1995 State | 253.1 | Research Triangle** |
| | 252.5 | Omuteko Gwamaziima**, S.B. Howard** |
| 1994 State | 252.1 | |
| 1993 State | 251.1 | |
| | 250.7 | Healthy Start**, Northeast Raleigh** |
| | 250.3 | Grandfather Academy** |
| | 250.1 | Carter Community**, SPARC Academy** |
| | 249.9 | Children's Village Academy** |
| | 248.9 | C.G. Woodson** |
| | 248.7 | STARS** |
| | 248.3 | Sugar Creek** |
| | 247.3 | Turning Point** |
| | 247.1 | PreEminent** |
| | * | Crossnore Academy**, Success Institute** |

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-00 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 55. 2001-02 End-of-Grade Multiple-Choice Test Results
Grade 6 Mean Scale Score by LEA - Reading

| State | Mean Score ¹ | 2002 LEA Performance |
|-----------------|-------------------------|--|
| | 172.3 | Metrolina** |
| | 167.1 | Magellan** |
| | 165.3 | Quest Academy** |
| | 164.5 | Exploris** |
| | 163.9 | Chapel Hill-Carrboro City |
| | 163.7 | Lake Norman** |
| | 163.5 | Francine Delany** |
| | 163.1 | Watauga |
| | 162.1 | Research Triangle** |
| | 161.9 | Transylvania |
| | 161.5 | Dare, Phoenix Academy** |
| | 161.3 | Summit Charter** |
| | 161.1 | Henderson, Mountain Community** |
| | 160.9 | Greensboro Academy**, Lincoln Charter** |
| | 160.7 | Avery, Mount Airy City |
| | 160.5 | Cape Fear Center** |
| | 160.3 | Elkin City, Wake |
| | 160.1 | Currituck |
| | 159.9 | Cherokee, Polk |
| | 159.7 | Bethany Community**, Carteret, Davie, Moore |
| | 159.5 | Ashe, Yancey |
| | 159.3 | Buncombe, Evergreen Community**, Woods Charter** |
| | 159.1 | Bethel Hill**, Cabarrus, McDowell, Mitchell, Mooresville City, Union, Yadkin |
| | 158.9 | Alleghany, Camden, Chatham, East Wake Academy**, Haywood, New Hanover, Swain, Tiller School** |
| | 158.7 | Caldwell, Catawba, Clay |
| | 158.5 | Onslow, River Mill Academy**, Surry |
| | 158.3 | Asheville City, Craven, Macon, Stanly |
| | 158.1 | Burke, Davidson, Graham, Hickory City, Johnston, Wilkes |
| | 157.9 | Iredell-Statesville, Jackson, Kings Mountain City |
| | 157.7 | Orange, Rowan-Salisbury, Sterling Montessori**, Stokes, Vance Charter** |
| 2002 State | 157.5 | Guilford, Kestrel Heights**, Madison, Northeast Raleigh**, Orange Charter**, Randolph, Winston-Salem/Forsyth |
| | 157.3 | Asheboro City, Charlotte/Mecklenburg, Downtown Middle**, Person, Shelby City |
| | 157.1 | Cleveland, Franklin Academy**, Gaston, Pender, Piedmont Community**, Rutherford, Thomas Jefferson**, Wilson |
| 1999,2001 State | 156.9 | Alexander, Beaufort, Cumberland, Lincoln |
| | 156.7 | Alamance-Burlington, Chatham Charter**, Harnett, Newton Conover City, Pamlico, Perquimans, Pitt |
| | 156.5 | Brunswick, Gates, Lee, Lenoir, Roanoke Rapids City |
| 2000 State | 156.3 | American Ren. Middle**, Caswell, Hyde, Nash-Rocky Mount, Richmond, Scotland |
| | 156.1 | Clinton City, Edenton/Chowan, Forsyth Academies**, Wayne |
| 1998 State | 155.9 | Alpha Academy**, Elizabeth City/Pasquotank, Rockingham, Sampson, The Learning Center** |
| 1997 State | 155.7 | Duplin, Whiteville City |
| | 155.5 | Guilford-SABIS** |
| 1996 State | 155.3 | Brevard Academy**, Englemann School**, Franklin, Granville, Tyrrell |
| | 155.1 | Clover Garden**, Greene |
| | 154.9 | Arapahoe Charter**, Durham |
| 1994,1995 State | 154.5 | |
| | 154.3 | Halifax, Jones |
| 1993 State | 154.1 | Hoke |
| | 153.9 | Bladen, Kannapolis City, Robeson |
| | 153.7 | Anson, Columbus, Martin, Montgomery |
| | 153.5 | Thomasville City |
| | 153.1 | Edgecombe |
| | 152.9 | MAST**, Vance |
| | 152.7 | Warren |
| | 152.3 | Lexington City, Washington |
| | 152.1 | Northampton, Rocky Mount Charter** |
| | 151.9 | Bertie, Hertford, Village Charter** |
| | 151.7 | Haliwa-Saponi Tribal** |
| | 151.3 | Quality Education** |
| | 151.1 | Weldon City |
| | 150.9 | Bridges**, Imani Institute**, S.B. Howard**, SPARC Academy** |
| | 150.7 | C.G. Woodson** |
| | 150.5 | Turning Point** |
| | 149.7 | Sugar Creek** |
| | 147.9 | Omuteko Gwamaziima** |
| | 147.5 | Healthy Start** |
| | 147.3 | Children's Village Academy** |
| | 147.1 | Provisions Academy** |
| | 146.9 | Carter Community** |
| | 143.5 | CIS Academy** |
| | * | Crossnore Academy**, Grandfather Academy**, Kennedy School**, Lakeside School**, Success Institute** |

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 56. 2001-02 End-of-Grade Multiple-Choice Test Results
Grade 6 Mean Scale Score by LEA - Mathematics

| State*** | Mean Score ¹ | 2002 LEA Performance |
|-----------------|-------------------------|---|
| 2002 State | 284.1 | Metrolina** |
| | 279.1 | Magellan** |
| | 275.3 | Quest Academy** |
| | 271.9 | Lake Norman** |
| | 271.7 | Exploris** |
| | 271.1 | Chapel Hill-Carrboro City |
| | 269.7 | Avery, Mountain Community** |
| | 269.5 | Elkin City, Transylvania, Watauga |
| | 268.9 | Henderson |
| | 268.7 | Mount Airy City, Phoenix Academy** |
| | 268.5 | Dare |
| | 268.3 | Francine Delany** |
| | 268.1 | Polk |
| | 267.9 | Vance Charter** |
| | 267.7 | Kings Mountain City |
| | 267.5 | Greensboro Academy**, Thomas Jefferson** |
| | 267.3 | Surry |
| | 267.1 | Wake, Yancey |
| | 266.9 | Ashe, Buncombe, Moore |
| | 266.7 | Cherokee, New Hanover, Union |
| | 266.5 | Cabarrus, Currituck, Davie |
| | 266.3 | Lincoln |
| | 266.1 | Catawba, Evergreen Community** |
| | 265.9 | Franklin Academy**, Iredell-Statesville, Wilkes, Yadkin |
| | 265.7 | Cape Fear Center**, Carteret, Cleveland, Haywood, Pender |
| | 265.5 | Lee, Macon, Newton Conover City, Pamlico, Stanly, Summit Charter** |
| | 265.3 | Arapahoe Charter**, Bethany Community**, Burke, Caldwell, Orange Charter**, Orange, Perquimans |
| | 265.1 | Charlotte/Mecklenburg, Chatham, Davidson, Hickory City, Kestrel Heights**, Mooresville City, Person |
| | 264.9 | East Wake Academy**, Gaston |
| | 264.7 | Craven, Guilford, Johnston, Lincoln Charter**, McDowell, Randolph, Tiller School**, Winston-Salem/Forsyth |
| | 264.5 | Alexander, Onslow, Rowan-Salisbury |
| | 264.3 | Alamance-Burlington, Alleghany, Northeast Raleigh**, Shelby City, Tyrrell |
| | 264.1 | Asheville City, Brevard Academy**, Caswell, Chatham Charter**, Clay, Jackson, Pitt |
| | 263.9 | Asheboro City, Camden, Graham |
| | 263.7 | Brunswick, Lenoir, Roanoke Rapids City, Rutherford, Stokes |
| 2001 State | 263.3 | Madison, Wilson |
| | 263.1 | Beaufort, Clover Garden**, Harnett, Richmond, River Mill Academy** |
| | 262.9 | Cumberland, Edenton/Chowan, Mitchell, Research Triangle**, Swain |
| | 262.7 | Forsyth Academies**, Gates, Hyde, Rockingham, Wayne |
| | 262.5 | Nash-Rocky Mount, Scotland |
| 1999,2000 State | 262.1 | Downtown Middle**, Kannapolis City, Sampson |
| | 261.9 | Clinton City |
| | 261.7 | Duplin |
| | 261.5 | Bladen, Elizabeth City/Pasquotank, Granville |
| 1998 State | 261.3 | Martin, Piedmont Community**, Rocky Mount Charter**, Whiteville City |
| | 261.1 | Jones |
| | 260.9 | Bethel Hill**, Columbus, Durham, Greene, Halifax, Robeson, Woods Charter** |
| | 260.7 | Franklin |
| | 260.5 | Guilford-SABIS**, Montgomery, Sterling Montessori** |
| | 260.3 | Bertie, Hoke |
| 1997 State | 259.7 | MAST**, Thomasville City |
| | 259.5 | American Ren. Middle**, Edgecombe, Village Charter** |
| | 259.3 | Anson, S.B. Howard** |
| | 259.1 | |
| | 258.9 | Quality Education** |
| | 258.7 | Warren |
| 1996 State | 258.5 | Northampton |
| | 258.3 | Englemann School** |
| | 258.1 | Alpha Academy**, Vance |
| | 257.9 | Hertford, Washington |
| | 257.7 | C.G. Woodson** |
| 1994,1995 State | 257.5 | Haliwa-Saponi Tribal**, Weldon City |
| | 257.3 | Lexington City |
| | 257.1 | The Learning Center** |
| | 256.9 | Bridges** |
| 1993 State | 256.3 | Children's Village Academy** |
| | 256.1 | Imani Institute** |
| | 254.9 | Turning Point** |
| | 254.3 | SPARC Academy**, Sugar Creek** |
| | 253.9 | CIS Academy** |
| | 252.9 | Healthy Start**, Provisions Academy** |
| | 252.5 | Carter Community**, Omuteko Gwamaziima** |
| | * | Crossnore Academy**, Grandfather Academy**, Kennedy School**, Lakeside School**, Success Institute** |

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-00 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 57. 2001-02 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Reading

| State | Mean Score ¹ | 2002 LEA Performance |
|-----------------|-------------------------|---|
| | 171.5 | Metrolina** |
| | 168.1 | Exploris** |
| | 166.9 | Magellan** |
| | 165.9 | Chapel Hill-Carrboro City |
| | 165.5 | Quest Academy**, Thomas Jefferson** |
| | 165.3 | Lake Norman** |
| | 164.7 | Summit Charter**, Watauga |
| | 164.5 | Transylvania |
| | 163.9 | Francine Delany** |
| | 163.7 | Ashe |
| | 163.5 | Polk |
| | 163.3 | Alleghany |
| | 163.1 | Wake |
| | 162.9 | Cherokee, Mount Airy City, Mountain Community**, River Mill Academy** |
| | 162.7 | Currituck, Henderson |
| | 162.5 | Camden, Clay, Dare, Elkin City |
| | 162.3 | Buncombe, Evergreen Community** |
| | 162.1 | Carteret, Woods Charter**, Yancey |
| | 161.9 | Avery, Moore |
| | 161.7 | Cabarrus, Haywood, Onslow, Stanly |
| | 161.5 | Davidson, Davie, Graham, Macon, Mooresville City, Orange Charter** |
| | 161.3 | Brevard Academy**, Catawba, Craven, East Wake Academy**, Franklin Academy**, Greensboro Academy**, Guilford-SABIS**, Johnston, Wilkes |
| | 161.1 | Burke, Downtown Middle**, McDowell, New Hanover, Orange, Shelby City, Union |
| | 160.9 | Caldwell, Chatham, Madison |
| | 160.7 | Gates, Kings Mountain City, Mitchell, Pender, Village Charter**, Yadkin |
| | 160.5 | Asheville City, Jackson, Newton Conover City, Surry |
| 2000 State | 160.3 | Rutherford, Sterling Montessori**, Whiteville City, Wilson |
| 2002 State | 160.1 | Clover Garden**, Iredell-Statesville, Kestrel Heights**, Pamlico, Swain, Tyrrell, Winston-Salem/Forsyth |
| 1999,2001 State | 159.9 | Asheboro City, Harnett, Hickory City |
| | 159.7 | Charlotte/Mecklenburg, Cleveland, Guilford, Pitt, Rowan-Salisbury |
| | 159.5 | Brunswick, Clinton City, Cumberland, Duplin, Lincoln, Person, Wayne |
| | 159.3 | Alexander, Granville, Lenoir, Randolph |
| 1998 State | 159.1 | Arapahoe Charter**, Beaufort, Nash-Rocky Mount, Perquimans, Stokes |
| | 158.9 | Gaston, Rockingham |
| | 158.7 | Edenton/Chowan, Lincoln Charter**, Sampson |
| | 158.5 | Alamance-Burlington, Bladen, Columbus, Durham, Elizabeth City/Pasquotank, Hyde, Lee |
| 1997 State | 158.3 | Bethany Community**, Scotland |
| 1995 State | 158.1 | Franklin, S.B. Howard** |
| 1996 State | 157.9 | Greene, Jones, MAST**, Roanoke Rapids City, Vance Charter** |
| | 157.7 | American Ren. Middle**, Forsyth Academies**, Kannapolis City, Richmond, Thomasville City |
| | 157.5 | Bridges**, Caswell, Rocky Mount Charter** |
| 1994 State | 157.3 | Hoke, Martin |
| 1993 State | 157.1 | |
| | 156.9 | Anson, Montgomery |
| | 156.7 | Chatham Charter**, Lexington City |
| | 156.5 | Edgecombe |
| | 156.3 | Robeson |
| | 156.1 | Halifax, Northampton |
| | 155.9 | Hertford |
| | 155.5 | Warren |
| | 155.1 | SPARC Academy**, Vance, Washington |
| | 154.9 | Sugar Creek** |
| | 154.7 | Bertie |
| | 153.7 | Alpha Academy**, Quality Education** |
| | 153.5 | CIS Academy**, Turning Point** |
| | 153.3 | Weldon City |
| | 153.1 | C.G. Woodson** |
| | 152.9 | Imani Institute** |
| | 152.1 | Grandfather Academy** |
| | 151.7 | Omuteko Gwamaziima** |
| | 151.5 | Northeast Raleigh** |
| | 150.3 | Carter Community** |
| | 150.1 | Provisions Academy** |
| | 149.1 | Kennedy School** |
| | 147.7 | Success Academy** |
| | 144.3 | Lakeside School** |
| | * | Crossnore Academy** |

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 58. 2001-02 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Mathematics

| State*** | Mean Score ¹ | 2002 LEA Performance |
|-----------------|-------------------------|---|
| | 283.1 | Metrolina** |
| | 280.3 | Magellan**, Quest Academy** |
| | 277.3 | Chapel Hill-Carrboro City |
| | 275.5 | Exploris** |
| | 275.3 | Lake Norman**, Transylvania |
| | 274.5 | Francine Delany** |
| | 273.3 | Polk |
| | 273.1 | Ashe, Watauga |
| | 272.9 | Mount Airy City |
| | 272.3 | Alleghany, Henderson |
| | 271.9 | Buncombe, Mountain Community**, Wake, Yancey |
| | 271.7 | Thomas Jefferson** |
| | 271.5 | Cherokee, Kings Mountain City |
| | 271.3 | Avery, Orange Charter** |
| | 270.7 | Elkin City, Franklin Academy**, Stanly |
| | 270.5 | Moore |
| | 270.3 | Brevard Academy**, Dare, Union |
| | 270.1 | Clay, Johnston |
| | 269.9 | Haywood |
| | 269.7 | Cabarrus, Caldwell, Davie, Graham, Mooresville City, New Hanover |
| | 269.5 | Iredell-Statesville, Madison, Wilkes, Yadkin |
| | 269.3 | Carteret, Catawba, Currituck, Orange |
| | 269.1 | Camden, Cleveland, East Wake Academy**, Pender |
| | 268.9 | Onslow, Tyrrell |
| | 268.7 | Arapahoe Charter**, Davidson, Gates, Lincoln, Surry |
| | 268.5 | Greensboro Academy**, Macon, Newton Conover City, Shelby City |
| | 268.3 | Burke, Lee, McDowell, Rutherford |
| 2002 State | 268.1 | Jackson |
| | 267.9 | Brunswick, Chatham, Craven, Pitt, Randolph |
| | 267.7 | Charlotte/Mecklenburg, Hyde |
| | 267.5 | Gaston, Pamlico, Village Charter**, Wilson, Winston-Salem/Forsyth |
| | 267.3 | Asheboro City, Bethany Community**, Harnett, Lenoir |
| 2001 State | 267.1 | Alamance-Burlington, Asheville City, Guilford, Perquimans, Rowan-Salisbury |
| | 266.9 | Edenton/Chowan, Hickory City, River Mill Academy**, Roanoke Rapids City, Summit Charter** |
| | 266.7 | Stokes |
| | 266.5 | Clover Garden**, Duplin, Lincoln Charter**, Person, Wayne |
| | 266.3 | Alexander, Beaufort, Downtown Middle**, Jones, Kannapolis City |
| | 266.1 | Nash-Rocky Mount |
| | 265.9 | Sampson |
| | 265.7 | Forsyth Academies**, Martin, Mitchell, Rockingham |
| | 265.5 | Kestrel Heights**, Montgomery, Scotland, Woods Charter** |
| | 265.3 | Cumberland, Durham, Elizabeth City/Pasquotank, Evergreen Community**, Whiteville City |
| | 265.1 | Bladen, Richmond |
| | 264.9 | Columbus, Granville |
| | 264.5 | Clinton City, Franklin |
| 1999,2000 State | 264.1 | Anson, Guilford-SABIS** |
| | 263.9 | Caswell, Sterling Montessori** |
| | 263.7 | Greene, Vance Charter** |
| | 263.5 | Chatham Charter**, S.B. Howard**, Swain, Thomasville City |
| | 263.3 | Hoke, Lexington City, MAST**, Robeson |
| | 262.9 | Edgecombe, Hertford |
| | 262.5 | Halifax |
| | 262.3 | Rocky Mount Charter** |
| 1998 State | 262.1 | Northampton |
| | 261.3 | Bridges**, Vance |
| 1997 State | 261.1 | Bertie, Warren, Washington |
| | 260.9 | CIS Academy** |
| 1995,1996 State | 260.1 | |
| | 259.9 | Weldon City |
| | 259.5 | American Ren. Middle** |
| 1993,1994 State | 259.1 | Quality Education** |
| | 258.3 | Sugar Creek** |
| | 257.7 | Omuteko Gwamaziima** |
| | 257.5 | Alpha Academy** |
| | 257.3 | Imani Institute** |
| | 256.9 | C.G. Woodson**, SPARC Academy** |
| | 256.1 | Turning Point** |
| | 255.9 | Carter Community** |
| | 253.9 | Provisions Academy** |
| | 253.7 | Grandfather Academy** |
| | 253.3 | Kennedy School** |
| | 253.1 | Northeast Raleigh** |
| | 250.9 | Lakeside School**, Success Academy** |
| | * | Crossnore Academy** |

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-00 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 59. 2001-02 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Reading

| State | Mean Score ¹ | 2002 LEA Performance |
|-----------------|-------------------------|--|
| | 171.9 | Quest Academy** |
| | 171.1 | Exploris** |
| | 169.9 | Woods Charter** |
| | 169.5 | Chapel Hill-Carrboro City, Magellan** |
| | 169.3 | Francine Delany** |
| | 167.9 | Lake Norman** |
| | 167.7 | Franklin Academy**, Summit Charter** |
| | 167.5 | Watauga |
| | 167.3 | Transylvania |
| | 166.7 | Mountain Community** |
| | 166.3 | Dare |
| | 166.1 | Alleghany, Camden, Clay, Mount Airy City |
| | 165.9 | Ashe, Cherokee, Elkin City, Wake |
| | 165.7 | Chatham, Newton Conover City |
| | 165.5 | Graham, Mooresville City, Orange Charter** |
| | 165.3 | Carteret, Sterling Montessori**, Yancey |
| | 165.1 | Avery, Buncombe, Currituck, Evergreen Community**, Haywood, Henderson, Surry |
| | 164.9 | Asheville City, New Hanover, Onslow, Stanly |
| | 164.7 | Johnston, Thomas Jefferson** |
| | 164.5 | Craven, Davie, Jackson, Madison, Shelby City, Union |
| | 164.3 | Cabarrus, Davidson, McDowell, Moore, Polk, Rutherford, Yadkin |
| | 164.1 | Arapahoe Charter**, Burke, Caldwell, Catawba, Orange, River Mill Academy**, Vance Charter** |
| | 163.9 | Downtown Middle**, Guilford-SABIS**, Pender, Person, Village Charter**, Wilkes |
| | 163.7 | Macon, Winston-Salem/Forsyth |
| 2002 State | 163.5 | Asheboro City, Guilford, Iredell-Statesville |
| | 163.3 | Cleveland, Lenoir, Mitchell, Stokes, Swain, Whiteville City |
| 2001 State | 163.1 | Alexander, Granville, Hickory City, Hyde, MAST**, Pitt, Wilson |
| | 162.9 | Alamance-Burlington, Alpha Academy**, Brevard Academy**, Charlotte/Mecklenburg, Chatham Charter**, Cumberland, Gaston, Harnett, Kings Mountain City, Lincoln Charter**, Randolph |
| 2000 State | 162.7 | Brunswick, Clover Garden**, Duplin, Gates, Pamlico, Rockingham, Rowan-Salisbury |
| | 162.5 | Clinton City, East Wake Academy**, Kestrel Heights**, Roanoke Rapids City, Sampson, Wayne |
| 1999 State | 162.3 | Lee, Lincoln |
| | 162.1 | Tyrrell |
| 1998 State | 161.9 | American Ren. Middle**, Beaufort, Edenton/Chowan |
| | 161.7 | Durham, Jones, Perquimans, Rocky Mount Charter**, Scotland |
| | 161.5 | Kannapolis City |
| | 161.3 | Bladen, Elizabeth City/Pasquotank, Franklin, Greene, Nash-Rocky Mount |
| | 161.1 | Anson, Caswell, Martin |
| 1997 State | 160.9 | Columbus |
| | 160.7 | Richmond |
| | 160.5 | Montgomery |
| 1995,1996 State | 160.1 | Hoke, Northampton |
| | 159.9 | Robeson |
| 1994 State | 159.7 | |
| | 159.5 | Halifax, S.B. Howard** |
| | 159.3 | Edgecombe, Lexington City, Warren |
| | 159.1 | Thomasville City |
| | 158.9 | Kennedy School** |
| 1993 State | 158.7 | Hertford, Weldon City |
| | 158.5 | SPARC Academy** |
| | 158.3 | Bethany Community**, Crossnore Academy**, Vance, Washington |
| | 157.5 | Laurinburg Homework** |
| | 157.3 | Bertie |
| | 157.1 | Imani Institute** |
| | 156.9 | Carter Community** |
| | 155.7 | Success Academy** |
| | 155.1 | C.G. Woodson** |
| | 153.9 | Provisions Academy** |
| | 151.9 | CIS Academy** |
| | 151.7 | Quality Education** |
| | * | Bridges**, Grandfather Academy**, Lakeside School**, Omuteko Gwamaziima** |

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
 Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 60. 2001-02 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Mathematics

| State*** | Mean Score ¹ | 2002 LEA Performance |
|-----------------|-------------------------|---|
| | 285.9 | Quest Academy** |
| | 284.5 | Francine Delany**, Magellan** |
| | 282.9 | Lake Norman** |
| | 280.5 | Exploris** |
| | 278.9 | Chapel Hill-Carrboro City, Transylvania |
| | 277.3 | Mount Airy City |
| | 276.9 | Mountain Community** |
| | 276.3 | Watauga |
| | 276.1 | Ashe, Mooresville City |
| | 275.9 | Cherokee |
| | 275.7 | Surry |
| | 275.5 | Franklin Academy**, Orange Charter** |
| | 275.3 | Avery, Newton Conover City |
| | 275.1 | Sterling Montessori** |
| | 274.9 | Buncombe, Henderson |
| | 274.7 | Summit Charter**, Wake |
| | 274.5 | Currituck |
| | 274.1 | Madison |
| | 273.9 | Dare, Polk, Woods Charter** |
| | 273.7 | Arapahoe Charter**, Stanly |
| | 273.5 | Graham, Onslow, Wilkes |
| | 273.3 | New Hanover |
| | 273.1 | Asheville City, Catawba, Clay, Haywood, Johnston, Lenoir, Union, Yancey |
| | 272.9 | Alleghany, Jackson |
| | 272.7 | Carteret, Moore, Pender |
| | 272.5 | Camden, Davidson, Hyde, Iredell-Statesville |
| | 272.3 | Chatham |
| | 272.1 | Caldwell, Davie, Yadkin |
| | 271.9 | Cabarrus, Lee, Vance Charter** |
| | 271.7 | Craven, Edenton/Chowan, McDowell, Person |
| | 271.5 | Gates |
| 2002 State | 271.3 | Cleveland, Elkin City, Lincoln, Orange, Perquimans, Stokes |
| | 271.1 | Burke, Clinton City, Gaston, Pitt, Rutherford, Shelby City |
| | 270.9 | Brunswick, Guilford, Macon |
| | 270.7 | Charlotte/Mecklenburg, Kings Mountain City, Rowan-Salisbury, Wilson |
| | 270.5 | Martin, Rockingham, Winston-Salem/Forsyth |
| 2000,2001 State | 270.3 | Alamance-Burlington, Randolph |
| | 270.1 | Roanoke Rapids City, Wayne |
| | 269.9 | Alexander, Asheboro City, Duplin, Harnett, Sampson |
| | 269.7 | Chatham Charter** |
| | 269.5 | Hickory City, Swain, Thomas Jefferson** |
| 1998,1999 State | 269.3 | Mitchell |
| | 269.1 | Granville, Kannapolis City, Pamlico |
| | 268.9 | Whiteville City |
| | 268.7 | Beaufort, Cumberland, Downtown Middle**, Scotland |
| | 268.3 | Franklin, Montgomery, Nash-Rocky Mount |
| | 268.1 | Richmond |
| | 267.9 | Jones |
| | 267.7 | Anson, Bladen, Columbus, Rocky Mount Charter** |
| | 267.5 | Durham, Greene, Guilford-SABIS** |
| 1996,1997 State | 267.3 | Brevard Academy**, East Wake Academy**, Elizabeth City/Pasquotank, Lincoln Charter**, Robeson |
| | 267.1 | |
| | 266.9 | Edgecombe |
| | 266.5 | American Ren. Middle**, Hoke, Kestrel Heights**, MAST**, Northampton |
| 1995 State | 266.1 | Halifax |
| | 265.9 | River Mill Academy**, Tyrrell |
| | 265.5 | Evergreen Community**, Warren |
| 1994 State | 265.3 | Bethany Community**, Lexington City, Thomasville City |
| | 265.1 | Caswell, Hertford, S.B. Howard** |
| | 264.7 | Village Charter** |
| 1993 State | 264.1 | |
| | 263.7 | Vance, Washington |
| | 263.5 | Bertie |
| | 262.7 | Clover Garden** |
| | 262.5 | Weldon City |
| | 262.1 | Imani Institute** |
| | 261.9 | SPARC Academy** |
| | 261.7 | Kennedy School**, Laurinburg Homework** |
| | 261.5 | C.G. Woodson**, Quality Education** |
| | 260.9 | Alpha Academy**, Crossnore Academy** |
| | 259.3 | Carter Community** |
| | 258.3 | CIS Academy** |
| | 257.3 | Provisions Academy** |
| | 256.7 | Success Academy** |
| | * | Bridges**, Grandfather Academy**, Lakeside School**, Omuteko Gwamazuma** |

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-00 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Alternate Assessment Academic Inventory (AAAI)

Table 1. 2001-02 Alternate Assessment Academic Inventory (AAAI)
Statewide Performance of On-Level¹ Students in Reading

| Category | Number of Students ² | Percent of All Students ³ | Percent at Level I | Percent at Level II | Percent at Level III | Percent at Level IV | Percent At or Above Level III | Percent Achieving Growth | Not Achieving Growth |
|---|---------------------------------|--------------------------------------|--------------------|---------------------|----------------------|---------------------|-------------------------------|--------------------------|----------------------|
| All Students | 177 | 100.0 | 32.2 | 28.8 | 33.9 | 5.1 | 39.0 | 92.1 | 7.9 |
| Gender | | | | | | | | | |
| Female | 58 | 32.8 | 29.3 | 25.9 | 41.4 | 3.4 | 44.8 | 96.6 | 3.4 |
| Male | 119 | 67.2 | 33.6 | 30.3 | 30.3 | 5.9 | 36.1 | 89.9 | 10.1 |
| Ethnicity | | | | | | | | | |
| American Indian | 30 | 16.9 | 6.7 | 26.7 | 66.7 | * | 66.7 | 93.3 | 6.7 |
| Asian | 3 | 1.7 | * | * | * | * | * | * | * |
| Black | 72 | 40.7 | 40.3 | 31.9 | 22.2 | 5.6 | 27.8 | 94.4 | 5.6 |
| Hispanic | 8 | 4.5 | * | * | * | * | * | * | * |
| Multi-racial | 5 | 2.8 | * | * | * | * | * | * | * |
| White | 59 | 33.3 | 33.9 | 28.8 | 28.8 | 8.5 | 37.3 | 93.2 | 6.8 |
| Other | 0 | 0.0 | * | * | * | * | * | * | * |
| Not Exceptional ⁴ | 3 | 1.7 | * | * | * | * | * | * | * |
| All Students with Disabilities | 177 | 100.0 | 32.2 | 28.8 | 33.9 | 5.1 | 39.0 | 92.1 | 7.9 |
| Behaviorally-Emotionally Disabled | 2 | 1.1 | * | * | * | * | * | * | * |
| Hearing Impaired | 4 | 2.3 | * | * | * | * | * | * | * |
| Educable Mentally Disabled | 77 | 43.5 | 45.5 | 27.3 | 26.0 | 1.3 | 27.3 | 93.5 | 6.5 |
| Specific Learning Disabled ⁴ | 51 | 28.8 | 23.5 | 19.6 | 49.0 | 7.8 | 56.9 | 94.1 | 5.9 |
| LD Reading | 86 | 48.6 | 37.2 | 19.8 | 37.2 | 5.8 | 43.0 | 94.2 | 5.8 |
| LD Mathematics | 71 | 40.1 | 35.2 | 22.5 | 38.0 | 4.2 | 42.3 | 95.8 | 4.2 |
| LD Written Expression | 52 | 29.4 | 32.7 | 21.2 | 42.3 | 3.8 | 46.2 | 96.2 | 3.8 |
| LD Other | 5 | 2.8 | * | * | * | * | * | * | * |
| Speech-Language Impaired | 1 | 0.6 | * | * | * | * | * | * | * |
| Visually Impaired | 1 | 0.6 | * | * | * | * | * | * | * |
| Other Health Impaired | 16 | 9.0 | * | * | * | * | * | * | * |
| Orthopedically Impaired | 8 | 4.5 | * | * | * | * | * | * | * |
| Traumatic Brain Injured | 2 | 1.1 | * | * | * | * | * | * | * |
| Autistic | 6 | 3.4 | * | * | * | * | * | * | * |
| Severely/Profoundly Mentally Disabled | 0 | 0.0 | * | * | * | * | * | * | * |
| Multihandicapped | 3 | 1.7 | * | * | * | * | * | * | * |
| Deaf-Blind | 1 | 0.6 | * | * | * | * | * | * | * |
| Trainable Mentally Disabled | 2 | 1.1 | * | * | * | * | * | * | * |
| Section 504 | 3 | 1.7 | * | * | * | * | * | * | * |
| Limited English Proficient | 2 | 1.1 | * | * | * | * | * | * | * |
| Not Served by Title I | 62 | 35.0 | 46.8 | 25.8 | 22.6 | 4.8 | 27.4 | 87.1 | 12.9 |
| Schoolwide Title I Program | 111 | 62.7 | 24.3 | 30.6 | 40.5 | 4.5 | 45.0 | 94.6 | 5.4 |
| Targeted Assistance | 4 | 2.3 | * | * | * | * | * | * | * |
| Migrant | 0 | 0.0 | * | * | * | * | * | * | * |
| Assigned Grade | | | | | | | | | |
| 3 | 52 | 29.4 | 19.2 | 34.6 | 42.3 | 3.8 | 46.2 | 94.2 | 5.8 |
| 4 | 31 | 17.5 | 32.3 | 29.0 | 29.0 | 9.7 | 38.7 | 100.0 | * |
| 5 | 25 | 14.1 | * | * | * | * | * | * | * |
| 6 | 29 | 16.4 | * | * | * | * | * | * | * |
| 7 | 24 | 13.6 | * | * | * | * | * | * | * |
| 8 | 16 | 9.0 | * | * | * | * | * | * | * |

Notes: ¹On-level students are assessed at their assigned grade level.

²Number of on-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

³"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

⁴Inconsistencies in numbers reported are due to errors in coding on student answer sheets.

*Data are not reported for categories with fewer than thirty students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

The total of "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 2. 2001-02 Alternate Assessment Academic Inventory (AAAI)
Characteristics and Performance of On-Level¹ Students in Reading**

| | Number of Students ² | Percent of All Students ³ | Percent at Level I | Percent at Level II | Percent at Level III | Percent at Level IV | Percent At or Above Level III | Percent Achieving Growth | Percent Not Achieving Growth |
|---|------------------------------------|---|--------------------------|---------------------------|----------------------------|---------------------------|-------------------------------------|--------------------------------|------------------------------------|
| All Students | 177 | 100.0 | 32.2 | 28.8 | 33.9 | 5.1 | 39.0 | 92.1 | 7.9 |
| Parental Education | | | | | | | | | |
| Did not finish high school | 68 | 38.4 | 30.9 | 23.5 | 42.6 | 2.9 | 45.6 | 92.6 | 7.4 |
| High school graduate | 77 | 43.5 | 37.7 | 32.5 | 23.4 | 6.5 | 29.9 | 89.6 | 10.4 |
| Trade/business school | 4 | 2.3 | * | * | * | * | * | * | * |
| Community college | 8 | 4.5 | * | * | * | * | * | * | * |
| Four-year college degree | 16 | 9.0 | * | * | * | * | * | * | * |
| Graduate school | 3 | 1.7 | * | * | * | * | * | * | * |
| Hours of Homework (per week) | | | | | | | | | |
| None assigned | 9 | 5.1 | * | * | * | * | * | * | * |
| 1 hour or less | 60 | 33.9 | 28.3 | 33.3 | 33.3 | 5.0 | 38.3 | 100.0 | 0.0 |
| 1 to 3 hours | 59 | 33.3 | 33.9 | 32.2 | 32.2 | 1.7 | 33.9 | 91.5 | 8.5 |
| More than 3, less than 5 hours | 18 | 10.2 | * | * | * | * | * | * | * |
| Between 5-10 hours | 7 | 4.0 | * | * | * | * | * | * | * |
| More than 10 hours | 8 | 4.5 | * | * | * | * | * | * | * |
| Assigned but not done | 9 | 5.1 | * | * | * | * | * | * | * |
| Hours Watching TV (each school day) | | | | | | | | | |
| None | 11 | 6.2 | * | * | * | * | * | * | * |
| 1 hour | 33 | 18.6 | 27.3 | 27.3 | 42.4 | 3.0 | 45.5 | 97.0 | 3.0 |
| 2 hours | 45 | 25.4 | 26.7 | 26.7 | 40.0 | 6.7 | 46.7 | 93.3 | 6.7 |
| 3 hours | 30 | 16.9 | 20.0 | 30.0 | 40.0 | 10.0 | 50.0 | 93.3 | 6.7 |
| Between 4 and 5 hours | 29 | 16.4 | * | * | * | * | * | * | * |
| More than 6 hours | 22 | 12.4 | * | * | * | * | * | * | * |
| Free Time Spent Reading in a Week | | | | | | | | | |
| None | 42 | 23.7 | 42.9 | 35.7 | 16.7 | 4.8 | 21.4 | 83.3 | 16.7 |
| About 30 minutes | 82 | 46.3 | 29.3 | 30.5 | 35.4 | 4.9 | 40.2 | 97.6 | 2.4 |
| About one hour | 22 | 12.4 | * | * | * | * | * | * | * |
| Between 1 and 2 hours | 14 | 7.9 | * | * | * | * | * | * | * |
| More than 2 hours | 10 | 5.6 | * | * | * | * | * | * | * |
| Read and write answers to teacher's questions for reading homework | | | | | | | | | |
| Yes | 88 | 49.7 | 27.3 | 34.1 | 33.0 | 5.7 | 38.6 | 94.3 | 5.7 |
| We read but do not have questions to answer for reading homework | | | | | | | | | |
| Yes | 27 | 15.3 | * | * | * | * | * | * | * |
| We choose what to read and report back to teacher or class | | | | | | | | | |
| Yes | 50 | 28.2 | 32.0 | 28.0 | 28.0 | 12.0 | 40.0 | 90.0 | 10.0 |
| We choose what to read but do not report back to teacher or class | | | | | | | | | |
| Yes | 24 | 13.6 | * | * | * | * | * | * | * |
| Other kinds of reading work for homework | | | | | | | | | |
| Yes | 24 | 13.6 | * | * | * | * | * | * | * |
| Solve Mathematics Problems | | | | | | | | | |
| Not asked for explanation of solution | 9 | 5.1 | * | * | * | * | * | * | * |
| Once or twice a month asked for solution | 14 | 7.9 | * | * | * | * | * | * | * |
| About once a week asked for solution | 43 | 24.3 | 14.0 | 37.2 | 41.9 | 7.0 | 48.8 | 90.7 | 9.3 |
| Almost everyday asked for solution | 103 | 58.2 | 36.9 | 25.2 | 32.0 | 5.8 | 37.9 | 93.2 | 6.8 |
| Calculator Use in Math Class | | | | | | | | | |
| Never use | 33 | 18.6 | 57.6 | 15.2 | 27.3 | 0.0 | 27.3 | 87.9 | 12.1 |
| Hardly ever use | 41 | 23.2 | 31.7 | 36.6 | 31.7 | 0.0 | 31.7 | 92.7 | 7.3 |
| 1-2 times per month | 23 | 13.0 | * | * | * | * | * | * | * |
| 1-2 times per week | 33 | 18.6 | 12.1 | 42.4 | 42.4 | 3.0 | 45.5 | 100.0 | 0.0 |
| Almost every day | 39 | 22.0 | 33.3 | 20.5 | 35.9 | 10.3 | 46.2 | 89.7 | 10.3 |
| Computer Use at Home | | | | | | | | | |
| Almost every day | 16 | 9.0 | * | * | * | * | * | * | * |
| 1-2 times per week | 16 | 9.0 | * | * | * | * | * | * | * |
| 1-2 times per month | 16 | 9.0 | * | * | * | * | * | * | * |
| Hardly ever | 33 | 18.6 | 18.2 | 33.3 | 42.4 | 6.1 | 48.5 | 100.0 | 0.0 |
| Never (owns computer) | 25 | 14.1 | * | * | * | * | * | * | * |
| No computer at home | 63 | 35.6 | 46.0 | 22.2 | 28.6 | 3.2 | 31.7 | 87.3 | 12.7 |
| National School Lunch Program | | | | | | | | | |
| Not eligible | 27 | 15.3 | * | * | * | * | * | * | * |
| Reduced price | 14 | 7.9 | * | * | * | * | * | * | * |
| Free lunch | 118 | 66.7 | 31.4 | 26.3 | 37.3 | 5.1 | 42.4 | 91.5 | 8.5 |
| Information not available | 4 | 2.3 | * | * | * | * | * | * | * |
| School not participating | 3 | 1.7 | * | * | * | * | * | * | * |

Notes: ¹ On-level students are assessed at their assigned grade level.

² Number of on-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

³ "Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

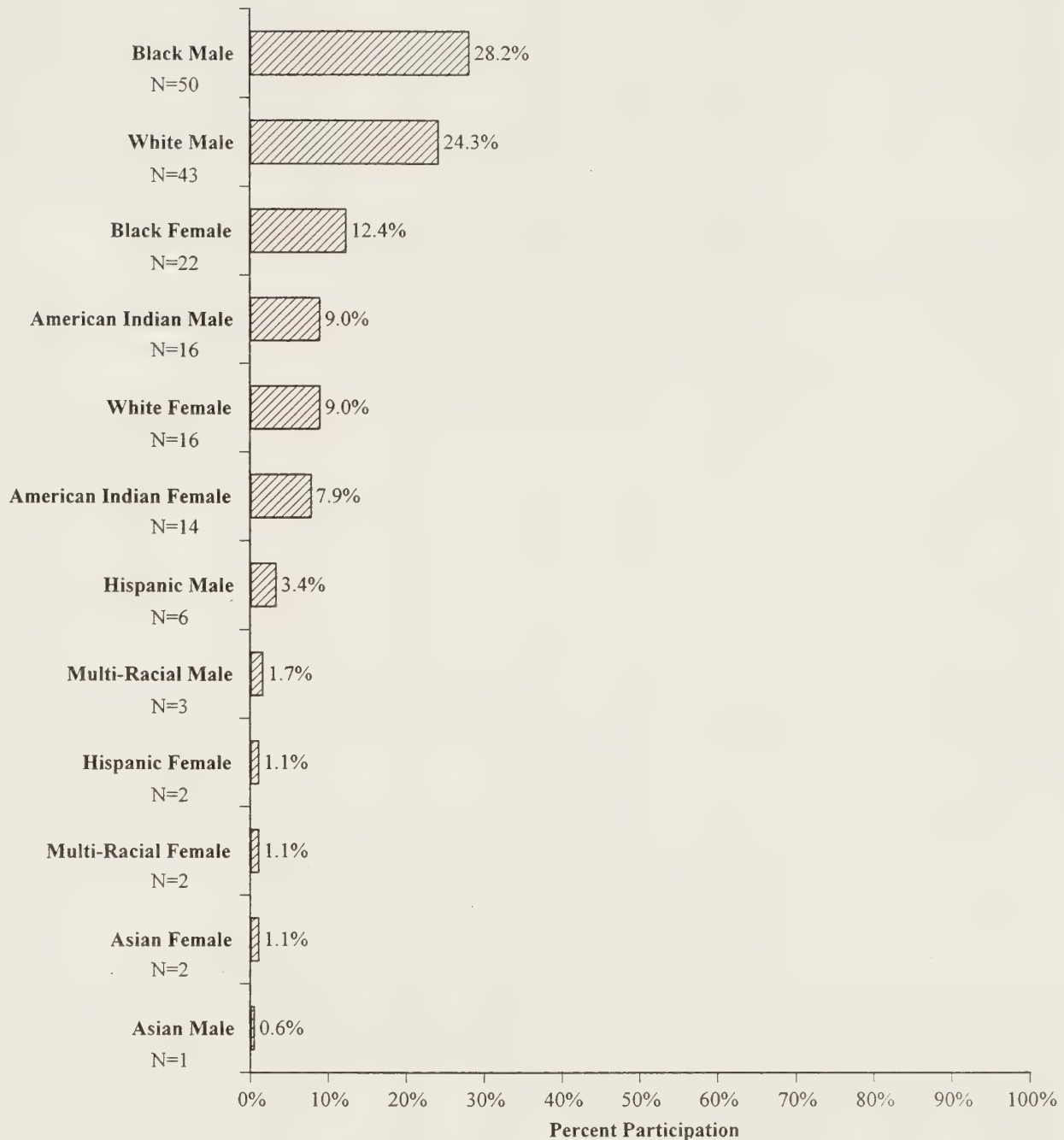
*Data are not reported for categories with fewer than thirty students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 1. 2001-02 Alternate Assessment Academic Inventory (AAAI)
Student Participation in On-Level¹ Reading,
by Gender and Ethnicity



Notes: ¹On-level students are assessed at their assigned grade level.

Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 3. 2001-02 Alternate Assessment Academic Inventory (AAAI)
Statewide Performance of Off-Level¹ Students in Reading

| Category | Number of Students ² | Percent of All Students ³ | Percent at Level I | Percent at Level II | Percent at Level III ⁴ | Percent at Level IV ⁴ | Percent At or Above Level III ⁴ | Percent Achieving Growth | Percent Not Achieving Growth |
|---|---------------------------------------|--|-----------------------|------------------------|--------------------------------------|-------------------------------------|--|--------------------------------|---------------------------------------|
| All Students | 6,384 | 100.0 | 16.8 | 83.2 | 0.0 | 0.0 | 0.0 | 93.0 | 7.0 |
| Gender | | | | | | | | | |
| Female | 1,950 | 30.5 | 16.5 | 83.5 | 0.0 | 0.0 | 0.0 | 93.5 | 6.5 |
| Male | 4,434 | 69.5 | 17.0 | 83.0 | 0.0 | 0.0 | 0.0 | 92.7 | 7.3 |
| Ethnicity | | | | | | | | | |
| American Indian | 222 | 3.5 | 16.7 | 83.3 | 0.0 | 0.0 | 0.0 | 93.2 | 6.8 |
| Asian | 46 | 0.7 | 17.4 | 82.6 | 0.0 | 0.0 | 0.0 | 97.8 | 2.2 |
| Black | 3,110 | 48.7 | 17.1 | 82.9 | 0.0 | 0.0 | 0.0 | 92.3 | 7.7 |
| Hispanic | 343 | 5.4 | 19.0 | 81.0 | 0.0 | 0.0 | 0.0 | 94.2 | 5.8 |
| Multi-racial | 92 | 1.4 | 15.2 | 84.8 | 0.0 | 0.0 | 0.0 | 91.3 | 8.7 |
| White | 2,562 | 40.1 | 16.1 | 83.9 | 0.0 | 0.0 | 0.0 | 93.5 | 6.5 |
| Other | 13 | 0.2 | * | * | * | * | * | * | * |
| Not Exceptional ⁵ | 7 | 0.1 | * | * | * | * | * | * | * |
| All Students with Disabilities | 6,385 | 100.0 | 16.8 | 83.2 | 0.0 | 0.0 | 0.0 | 93.0 | 7.0 |
| Behaviorally-Emotionally Disabled | 257 | 4.0 | 16.3 | 83.7 | 0.0 | 0.0 | 0.0 | 88.3 | 11.7 |
| Hearing Impaired | 68 | 1.1 | 17.6 | 82.4 | 0.0 | 0.0 | 0.0 | 97.1 | 2.9 |
| Educable Mentally Disabled | 3,559 | 55.7 | 17.8 | 82.2 | 0.0 | 0.0 | 0.0 | 92.7 | 7.3 |
| Specific Learning Disabled ⁵ | 1,192 | 18.7 | 10.1 | 89.9 | 0.0 | 0.0 | 0.0 | 94.2 | 5.8 |
| LD Reading | 1,630 | 25.5 | 14.0 | 86.0 | 0.0 | 0.0 | 0.0 | 92.6 | 7.4 |
| LD Mathematics | 1,107 | 17.3 | 15.9 | 84.1 | 0.0 | 0.0 | 0.0 | 91.7 | 8.3 |
| LD Written Expression | 1,344 | 21.1 | 14.2 | 85.8 | 0.0 | 0.0 | 0.0 | 92.8 | 7.2 |
| LD Other | 59 | 0.9 | 23.7 | 76.3 | 0.0 | 0.0 | 0.0 | 93.2 | 6.8 |
| Speech-Language Impaired | 23 | 0.4 | * | * | * | * | * | * | * |
| Visually Impaired | 17 | 0.3 | * | * | * | * | * | * | * |
| Other Health Impaired | 453 | 7.1 | 10.2 | 89.8 | 0.0 | 0.0 | 0.0 | 94.9 | 5.1 |
| Orthopedically Impaired | 42 | 0.7 | 21.4 | 78.6 | 0.0 | 0.0 | 0.0 | 88.1 | 11.9 |
| Traumatic Brain Injured | 30 | 0.5 | 20.0 | 80.0 | 0.0 | 0.0 | 0.0 | 86.7 | 13.3 |
| Autistic | 237 | 3.7 | 21.1 | 78.9 | 0.0 | 0.0 | 0.0 | 94.5 | 5.5 |
| Severely/Profoundly Mentally Disable | 2 | 0.0 | * | * | * | * | * | * | * |
| Multihandicapped | 120 | 1.9 | 19.2 | 80.8 | 0.0 | 0.0 | 0.0 | 93.3 | 6.7 |
| Deaf-Blind | 0 | 0.0 | * | * | * | * | * | * | * |
| Trainable Mentally Disabled | 378 | 5.9 | 33.3 | 66.7 | 0.0 | 0.0 | 0.0 | 91.8 | 8.2 |
| Section 504 | 4 | 0.1 | * | * | * | * | * | * | * |
| Limited English Proficient | 136 | 2.1 | 13.2 | 86.8 | 0.0 | 0.0 | 0.0 | 95.6 | 4.4 |
| Not Served by Title I | 3,100 | 48.6 | 16.9 | 83.1 | 0.0 | 0.0 | 0.0 | 92.5 | 7.5 |
| Schoolwide Title I Program | 3,104 | 48.6 | 16.6 | 83.4 | 0.0 | 0.0 | 0.0 | 93.4 | 6.6 |
| Targeted Assistance | 110 | 1.7 | 19.1 | 80.9 | 0.0 | 0.0 | 0.0 | 91.8 | 8.2 |
| Migrant | 95 | 1.5 | 15.8 | 84.2 | 0.0 | 0.0 | 0.0 | 90.5 | 9.5 |
| Assigned Grade | | | | | | | | | |
| 3 | 1,734 | 27.2 | 16.0 | 84.0 | 0.0 | 0.0 | 0.0 | 94.4 | 5.6 |
| 4 | 1,484 | 23.2 | 12.4 | 87.6 | 0.0 | 0.0 | 0.0 | 94.9 | 5.1 |
| 5 | 1,374 | 21.5 | 13.7 | 86.3 | 0.0 | 0.0 | 0.0 | 92.6 | 7.4 |
| 6 | 738 | 11.6 | 21.3 | 78.7 | 0.0 | 0.0 | 0.0 | 91.6 | 8.4 |
| 7 | 587 | 9.2 | 24.4 | 75.6 | 0.0 | 0.0 | 0.0 | 90.3 | 9.7 |
| 8 | 470 | 7.4 | 26.8 | 73.2 | 0.0 | 0.0 | 0.0 | 88.3 | 11.7 |
| 10 | 1 | 0.0 | * | * | * | * | * | * | * |

Notes: ¹Off-level students are not assessed at their assigned grade level. Students assessed off grade cannot receive an Achievement Level III or IV based on grade-level standards.

²Number of off-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

³"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

⁴Students assessed off-grade level can only receive an Achievement Level I or II.

⁵Inconsistencies in number reported are due to errors in coding on student answer sheets.

*Data are not reported for categories with fewer than thirty students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

The total of "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 4. 2001-02 Alternate Assessment Academic Inventory (AAAI)
Characteristics and Performance of Off-Level¹ Students in Reading**

| | Number of Students ² | Percent of All Students ³ | Percent at Level I | Percent at Level II | Percent at Level III ⁴ | Percent at Level IV ⁴ | Percent At or Above Level III ⁴ | Percent Achieving Growth | Percent Not Achieving Growth |
|---|------------------------------------|---|--------------------------|---------------------------|---|--|--|--------------------------------|------------------------------------|
| All Students | 6,384 | 100.0 | 16.8 | 83.2 | 0.0 | 0.0 | 0.0 | 93.0 | 7.0 |
| Parental Education | | | | | | | | | |
| Did not finish high school | 2,070 | 32.4 | 18.5 | 81.5 | 0.0 | 0.0 | 0.0 | 91.8 | 8.2 |
| High school graduate | 3,344 | 52.4 | 16.0 | 84.0 | 0.0 | 0.0 | 0.0 | 93.5 | 6.5 |
| Trade/business school | 170 | 2.7 | 14.7 | 85.3 | 0.0 | 0.0 | 0.0 | 94.7 | 5.3 |
| Community college | 395 | 6.2 | 18.2 | 81.8 | 0.0 | 0.0 | 0.0 | 92.9 | 7.1 |
| Four-year college degree | 317 | 5.0 | 15.1 | 84.9 | 0.0 | 0.0 | 0.0 | 94.0 | 6.0 |
| Graduate school | 73 | 1.1 | 16.4 | 83.6 | 0.0 | 0.0 | 0.0 | 93.2 | 6.8 |
| Hours of Homework (per week) | | | | | | | | | |
| None assigned | 482 | 7.6 | 24.1 | 75.9 | 0.0 | 0.0 | 0.0 | 88.0 | 12.0 |
| 1 hour or less | 2,635 | 41.3 | 19.3 | 80.7 | 0.0 | 0.0 | 0.0 | 93.6 | 6.4 |
| 1 to 3 hours | 1,813 | 28.4 | 13.5 | 86.5 | 0.0 | 0.0 | 0.0 | 94.1 | 5.9 |
| More than 3, less than 5 hours | 536 | 8.4 | 12.1 | 87.9 | 0.0 | 0.0 | 0.0 | 94.6 | 5.4 |
| Between 5-10 hours | 272 | 4.3 | 12.1 | 87.9 | 0.0 | 0.0 | 0.0 | 94.5 | 5.5 |
| More than 10 hours | 106 | 1.7 | 10.4 | 89.6 | 0.0 | 0.0 | 0.0 | 96.2 | 3.8 |
| Assigned but not done | 324 | 5.1 | 21.3 | 78.7 | 0.0 | 0.0 | 0.0 | 84.3 | 15.7 |
| Hours Watching TV (each school day) | | | | | | | | | |
| None | 274 | 4.3 | 16.4 | 83.6 | 0.0 | 0.0 | 0.0 | 90.9 | 9.1 |
| 1 hour | 1283 | 20.1 | 15.0 | 85.0 | 0.0 | 0.0 | 0.0 | 93.8 | 6.2 |
| 2 hours | 1777 | 27.8 | 15.1 | 84.9 | 0.0 | 0.0 | 0.0 | 95.0 | 5.0 |
| 3 hours | 1298 | 20.3 | 18.5 | 81.5 | 0.0 | 0.0 | 0.0 | 92.9 | 7.1 |
| Between 4 and 5 hours | 841 | 13.2 | 21.4 | 78.6 | 0.0 | 0.0 | 0.0 | 89.8 | 10.0 |
| More than 6 hours | 689 | 10.8 | 17.7 | 82.3 | 0.0 | 0.0 | 0.0 | 91.0 | 9.0 |
| Free Time Spent Reading in a Week | | | | | | | | | |
| None | 1737 | 27.2 | 21.7 | 78.3 | 0.0 | 0.0 | 0.0 | 90.2 | 9.8 |
| About 30 minutes | 3014 | 47.2 | 15.1 | 84.9 | 0.0 | 0.0 | 0.0 | 93.9 | 6.1 |
| About one hour | 876 | 13.7 | 14.6 | 85.4 | 0.0 | 0.0 | 0.0 | 94.9 | 5.1 |
| Between 1 and 2 hours | 312 | 4.9 | 15.7 | 84.3 | 0.0 | 0.0 | 0.0 | 94.2 | 5.8 |
| More than 2 hours | 214 | 3.4 | 17.3 | 82.7 | 0.0 | 0.0 | 0.0 | 92.1 | 7.9 |
| Read and write answers to teacher's questions for reading homework | | | | | | | | | |
| Yes | 2,775 | 43.5 | 15.5 | 84.5 | 0.0 | 0.0 | 0.0 | 93.0 | 7.0 |
| We read but do not have questions to answer for reading homework | | | | | | | | | |
| Yes | 1,493 | 23.4 | 14.7 | 85.3 | 0.0 | 0.0 | 0.0 | 94.4 | 5.6 |
| We choose what to read and report back to teacher or class | | | | | | | | | |
| Yes | 1,139 | 17.8 | 14.6 | 85.4 | 0 | 0 | 0 | 95.3 | 4.7 |
| We choose what to read but do not report back to teacher or class | | | | | | | | | |
| Yes | 667 | 10.4 | 14.2 | 85.8 | 0.0 | 0.0 | 0.0 | 93.1 | 6.9 |
| Other kinds of reading work for homework | | | | | | | | | |
| Yes | 1,176 | 18.4 | 23.0 | 77.0 | 0.0 | 0.0 | 0.0 | 91.8 | 8.2 |
| Solve Mathematics Problems | | | | | | | | | |
| Not asked for explanation of solution | 522 | 8.2 | 24.5 | 75.5 | 0.0 | 0.0 | 0.0 | 89.8 | 8.7 |
| Once or twice a month asked for solution | 696 | 10.9 | 18.5 | 81.5 | 0.0 | 0.0 | 0.0 | 94.0 | 7.9 |
| About once a week asked for solution | 1,320 | 20.7 | 19.5 | 80.5 | 0.0 | 0.0 | 0.0 | 92.7 | 8.6 |
| Almost everyday asked for solution | 3,598 | 56.4 | 14.7 | 85.3 | 0.0 | 0.0 | 0.0 | 93.4 | 6.6 |
| Calculator Use in Math Class | | | | | | | | | |
| Never use | 1,308 | 20.5 | 21.5 | 78.5 | 0.0 | 0.0 | 0.0 | 90.7 | 9.3 |
| Hardly ever use | 1,539 | 24.1 | 14.7 | 85.3 | 0.0 | 0.0 | 0.0 | 93.7 | 6.3 |
| 1-2 times per month | 958 | 15.0 | 14.6 | 85.4 | 0.0 | 0.0 | 0.0 | 93.8 | 6.2 |
| 1-2 times per week | 1,371 | 21.5 | 17.5 | 82.5 | 0.0 | 0.0 | 0.0 | 94.2 | 5.8 |
| Almost every day | 970 | 15.2 | 16.2 | 83.8 | 0.0 | 0.0 | 0.0 | 92.5 | 7.5 |
| Computer Use at Home | | | | | | | | | |
| Almost every day | 557 | 8.7 | 16.0 | 84.0 | 0.0 | 0.0 | 0.0 | 92.5 | 7.5 |
| 1-2 times per week | 501 | 7.8 | 20.2 | 79.8 | 0.0 | 0.0 | 0.0 | 91.4 | 8.6 |
| 1-2 times per month | 321 | 5.0 | 15.9 | 84.1 | 0.0 | 0.0 | 0.0 | 93.1 | 6.9 |
| Hardly ever | 818 | 12.8 | 18.1 | 81.9 | 0.0 | 0.0 | 0.0 | 93.2 | 6.8 |
| Never (owns computer) | 1,202 | 18.8 | 15.7 | 84.3 | 0.0 | 0.0 | 0.0 | 93.8 | 6.0 |
| No computer at home | 2,729 | 42.7 | 16.9 | 83.1 | 0.0 | 0.0 | 0.0 | 93.0 | 7.0 |
| National School Lunch Program | | | | | | | | | |
| Not eligible | 1,139 | 17.8 | 15.5 | 84.5 | 0.0 | 0.0 | 0.0 | 93.9 | 6.1 |
| Reduced price | 521 | 8.2 | 15.9 | 84.1 | 0.0 | 0.0 | 0.0 | 94.6 | 5.4 |
| Free lunch | 4,397 | 68.9 | 16.9 | 83.1 | 0.0 | 0.0 | 0.0 | 92.6 | 7.4 |
| Information not available | 224 | 3.5 | 22.8 | 77.2 | 0.0 | 0.0 | 0.0 | 92.4 | 7.6 |
| School not participating | 35 | 0.5 | 20.0 | 80.0 | 0.0 | 0.0 | 0.0 | 94.3 | 5.7 |

Notes: ¹ Off-level students are not assessed at their assigned grade level. Students assessed off grade cannot receive an Achievement Level III or IV based on grade-level standards.

² Number of off-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

³ "Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

⁴ Students assessed off-grade level can only receive an Achievement Level I or II.

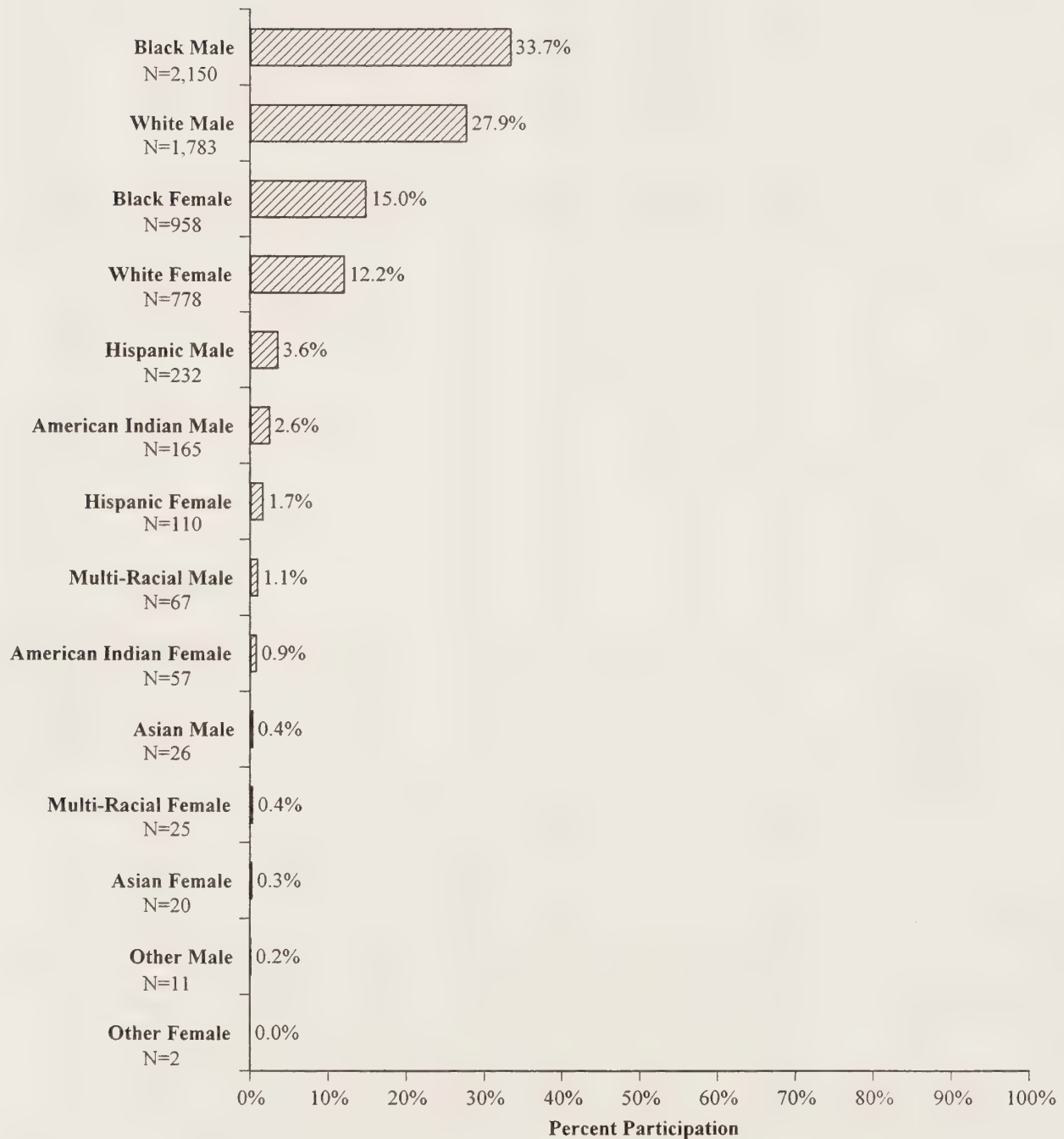
*Data are not reported for categories with fewer than thirty students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 2. 2001-02 Alternate Assessment Academic Inventory (AAAI)
Student Participation in Off-Level¹ Reading,
by Gender and Ethnicity



Notes: ¹Off-level students are assessed below their assigned grade level.

Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 5. 2001-02 Alternate Assessment Academic Inventory (AAAI)
Statewide Performance of On-Level¹ Students in Mathematics

| Category | Number of Students ² | Percent of All Students ³ | Percent at Level I | Percent at Level II | Percent at Level III | Percent at Level IV | Percent At or Above Level III | Percent Achieving Growth | Percent Not Achieving Growth |
|---|---------------------------------|--------------------------------------|--------------------|---------------------|----------------------|---------------------|-------------------------------|--------------------------|------------------------------|
| All Students | 155 | 100.0 | 33.5 | 28.4 | 36.1 | 1.9 | 38.1 | 92.9 | 7.1 |
| Gender | | | | | | | | | |
| Female | 48 | 31.0 | 39.6 | 18.8 | 41.7 | 0.0 | 41.7 | 95.8 | 4.2 |
| Male | 107 | 69.0 | 30.8 | 32.7 | 33.6 | 2.8 | 36.4 | 91.6 | 8.4 |
| Ethnicity | | | | | | | | | |
| American Indian | 27 | 17.4 | * | * | * | * | * | * | * |
| Asian | 3 | 1.9 | * | * | * | * | * | * | * |
| Black | 66 | 42.6 | 39.4 | 27.3 | 31.8 | 1.5 | 33.3 | 89.4 | 10.6 |
| Hispanic | 5 | 3.2 | * | * | * | * | * | * | * |
| Multi-racial | 4 | 2.6 | * | * | * | * | * | * | * |
| White | 50 | 32.3 | 40.0 | 36.0 | 20.0 | 4.0 | 24.0 | 96.0 | 4.0 |
| Other | 0 | 0.0 | * | * | * | * | * | * | * |
| Not Exceptional ⁴ | 3 | 1.9 | * | * | * | * | * | * | * |
| All Students with Disabilities | 155 | 100.0 | 33.5 | 28.4 | 36.1 | 1.9 | 38.1 | 92.9 | 7.1 |
| Behaviorally-Emotionally Disabled | 6 | 3.9 | * | * | * | * | * | * | * |
| Hearing Impaired | 6 | 3.9 | * | * | * | * | * | * | * |
| Educable Mentally Disabled | 79 | 51.0 | 44.3 | 20.3 | 34.2 | 1.3 | 35.4 | 91.1 | 8.9 |
| Specific Learning Disabled ⁴ | 31 | 20.0 | 16.1 | 25.8 | 54.8 | 3.2 | 58.1 | 100.0 | * |
| LD Reading | 70 | 45.2 | 28.6 | 25.7 | 41.4 | 4.3 | 45.7 | 95.7 | 4.3 |
| LD Mathematics | 67 | 43.2 | 28.4 | 25.4 | 41.8 | 4.5 | 46.3 | 95.5 | 4.5 |
| LD Written Expression | 46 | 29.7 | 26.1 | 23.9 | 45.7 | 4.3 | 50.0 | 95.7 | 4.3 |
| LD Other | 3 | 1.9 | * | * | * | * | * | * | * |
| Speech-Language Impaired | 0 | 0.0 | * | * | * | * | * | * | * |
| Visually Impaired | 1 | 0.6 | * | * | * | * | * | * | * |
| Other Health Impaired | 12 | 7.7 | * | * | * | * | * | * | * |
| Orthopedically Impaired | 4 | 2.6 | * | * | * | * | * | * | * |
| Traumatic Brain Injured | 2 | 1.3 | * | * | * | * | * | * | * |
| Autistic | 5 | 3.2 | * | * | * | * | * | * | * |
| Severely/Profoundly Mentally Disabled | 0 | 0.0 | * | * | * | * | * | * | * |
| Multihandicapped | 2 | 1.3 | * | * | * | * | * | * | * |
| Deaf-Blind | 1 | 0.6 | * | * | * | * | * | * | * |
| Trainable Mentally Disabled | 3 | 1.9 | * | * | * | * | * | * | * |
| Section 504 | 3 | 1.9 | * | * | * | * | * | * | * |
| Limited English Proficient | 1 | 0.6 | * | * | * | * | * | * | * |
| Not Served by Title I | 57 | 36.8 | 52.6 | 29.8 | 15.8 | 1.8 | 17.5 | 86.0 | 14.0 |
| Schoolwide Title I Program | 94 | 60.6 | 21.3 | 26.6 | 50.0 | 2.1 | 52.1 | 96.8 | 3.2 |
| Targeted Assistance | 4 | 2.6 | * | * | * | * | * | * | * |
| Migrant | 0 | 0.0 | * | * | * | * | * | * | * |
| Assigned Grade | | | | | | | | | |
| 3 | 47 | | 25.5 | 34.0 | 38.3 | 2.1 | 40.4 | 93.6 | 6.4 |
| 4 | 26 | | * | * | * | * | * | * | * |
| 5 | 22 | | * | * | * | * | * | * | * |
| 6 | 19 | | * | * | * | * | * | * | * |
| 7 | 25 | | * | * | * | * | * | * | * |
| 8 | 16 | | * | * | * | * | * | * | * |

Notes: ¹On-level students are assessed at their assigned grade level.

²Number of on-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

³"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

⁴Inconsistencies in number reported are due to errors in coding on student answer sheets.

*Data are not reported for categories with fewer than thirty students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

The total of "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 6. 2001-02 Alternate Assessment Academic Inventory (AAAI)
Characteristics and Performance of On-Level¹ Students in Mathematics**

| | Number of Students ² | Percent of All Students ³ | Percent at Level I | Percent at Level II | Percent at Level III | Percent at Level IV | Percent At or Above Level III | Percent Achieving Growth | Percent Not Achieving Growth |
|---|------------------------------------|---|--------------------------|---------------------------|----------------------------|---------------------------|-------------------------------------|--------------------------------|------------------------------------|
| All Students | 155 | 100.0 | 33.5 | 28.4 | 36.1 | 1.9 | 38.1 | 92.9 | 7.1 |
| Parental Education | | | | | | | | | |
| Did not finish high school | 65 | 41.9 | 30.8 | 21.5 | 46.2 | 1.5 | 47.7 | 93.8 | 6.2 |
| High school graduate | 67 | 43.2 | 35.8 | 31.3 | 29.9 | 3.0 | 32.8 | 89.6 | 10.4 |
| Trade/business school | 5 | 3.2 | * | * | * | * | * | * | * |
| Community college | 5 | 3.2 | * | * | * | * | * | * | * |
| Four-year college degree | 12 | 7.7 | * | * | * | * | * | * | * |
| Graduate school | 0 | 0.0 | * | * | * | * | * | * | * |
| Hours of Homework (per week) | | | | | | | | | |
| None assigned | 13 | 8.4 | * | * | * | * | * | * | * |
| 1 hour or less | 50 | 32.3 | 36.0 | 20.0 | 42.0 | 2.0 | 44.0 | 96.0 | 4.0 |
| 1 to 3 hours | 45 | 29.0 | 28.9 | 40.0 | 31.1 | 0.0 | 31.1 | 95.6 | 4.4 |
| More than 3, less than 5 hours | 20 | 12.9 | * | * | * | * | * | * | * |
| Between 5-10 hours | 6 | 3.9 | * | * | * | * | * | * | * |
| More than 10 hours | 7 | 4.5 | * | * | * | * | * | * | * |
| Assigned but not done | 10 | 6.5 | * | * | * | * | * | * | * |
| Hours Watching TV (each school day) | | | | | | | | | |
| None | 10 | 6.5 | * | * | * | * | * | * | * |
| 1 hour | 24 | 15.5 | * | * | * | * | * | * | * |
| 2 hours | 42 | 27.1 | 35.7 | 23.8 | 40.5 | 0.0 | 40.5 | 92.9 | 7.1 |
| 3 hours | 32 | 20.6 | 21.9 | 21.9 | 53.1 | 3.1 | 56.3 | 93.8 | 6.3 |
| Between 4 and 5 hours | 25 | 16.1 | * | * | * | * | * | * | * |
| More than 6 hours | 18 | 11.6 | * | * | * | * | * | * | * |
| Free Time Spent Reading in a Week | | | | | | | | | |
| None | 40 | 25.8 | 30.0 | 32.5 | 35.0 | 2.5 | 37.5 | 82.5 | 17.5 |
| About 30 minutes | 64 | 41.3 | 42.2 | 20.3 | 34.4 | 3.1 | 37.5 | 96.9 | 3.1 |
| About one hour | 24 | 15.5 | * | * | * | * | * | * | * |
| Between 1 and 2 hours | 13 | 8.4 | * | * | * | * | * | * | * |
| More than 2 hours | 10 | 6.5 | * | * | * | * | * | * | * |
| Read and write answers to teacher's questions for reading homework | | | | | | | | | |
| Yes | 64 | 41.3 | 35.9 | 25.0 | 35.9 | 3.1 | 39.1 | 100.0 | 0.0 |
| We read but do not have questions to answer for reading homework | | | | | | | | | |
| Yes | 27 | 17.4 | * | * | * | * | * | * | * |
| We choose what to read and report back to teacher or class | | | | | | | | | |
| Yes | 40 | 25.8 | 27.5 | 32.5 | 37.5 | 2.5 | 40.0 | 97.5 | 2.5 |
| We choose what to read but do not report back to teacher or class | | | | | | | | | |
| Yes | 22 | 14.2 | * | * | * | * | * | * | * |
| Other kinds of reading work for homework | | | | | | | | | |
| Yes | 30 | 19.4 | 50.0 | 30.0 | 20.0 | 0.0 | 20.0 | 76.7 | 23.3 |
| Solve Mathematics Problems | | | | | | | | | |
| Not asked for explanation of solution | 9 | 5.8 | * | * | * | * | * | * | * |
| Once or twice a month asked for solution | 14 | 9.0 | * | * | * | * | * | * | * |
| About once a week asked for solution | 33 | 21.3 | 15.2 | 36.4 | 45.5 | 3.0 | 48.5 | 93.9 | 6.1 |
| Almost everyday asked for solution | 94 | 60.6 | 40.4 | 26.6 | 30.9 | 2.1 | 33 | 95.7 | 4.3 |
| Calculator Use in Math Class | | | | | | | | | |
| Never use | 28 | 18.1 | * | * | * | * | * | * | * |
| Hardly ever use | 40 | 25.8 | 27.5 | 32.5 | 40.0 | 0.0 | 40.0 | 97.5 | 2.5 |
| 1-2 times per month | 20 | 12.9 | * | * | * | * | * | * | * |
| 1-2 times per week | 30 | 19.4 | 20.0 | 26.7 | 53.3 | 0.0 | 53.3 | 96.7 | 3.3 |
| Almost every day | 32 | 20.6 | 34.4 | 37.5 | 28.1 | 0.0 | 28.1 | 93.8 | 6.3 |
| Computer Use at Home | | | | | | | | | |
| Almost every day | 12 | 7.7 | * | * | * | * | * | * | * |
| 1-2 times per week | 9 | 5.8 | * | * | * | * | * | * | * |
| 1-2 times per month | 13 | 8.4 | * | * | * | * | * | * | * |
| Hardly ever | 28 | 18.1 | * | * | * | * | * | * | * |
| Never (owns computer) | 23 | 14.8 | * | * | * | * | * | * | * |
| No computer at home | 65 | 41.9 | 40.0 | 20.0 | 36.9 | 3.1 | 40.0 | 92.3 | 7.7 |
| National School Lunch Program | | | | | | | | | |
| Not eligible | 20 | 12.9 | * | * | * | * | * | * | * |
| Reduced price | 14 | 9.0 | * | * | * | * | * | * | * |
| Free lunch | 108 | 69.7 | 29.6 | 25.9 | 41.7 | 2.8 | 44.4 | 91.7 | 8.3 |
| Information not available | 3 | 1.9 | * | * | * | * | * | * | * |
| School not participating | 3 | 1.9 | * | * | * | * | * | * | * |

Notes: ¹On-level students are assessed at their assigned grade level.

²Number of on-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

³"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

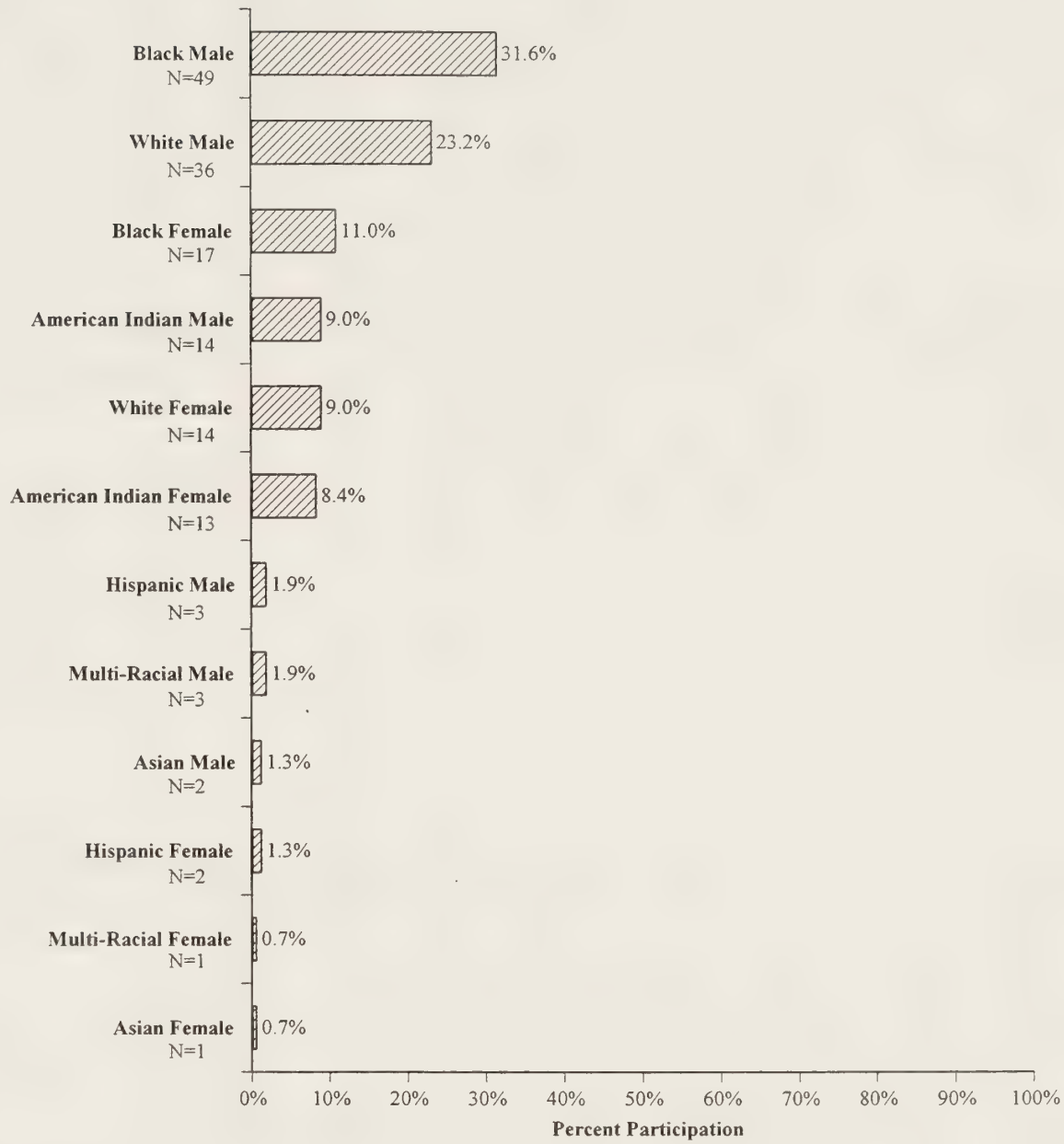
*Data are not reported for categories with fewer than thirty students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 3. 2001-02 Alternate Assessment Academic Inventory (AAAI)
Student Participation in On-Level¹ Mathematics,
by Gender and Ethnicity



Notes: ¹On-level students are assessed at their assigned grade level.

Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 7. 2001-02 Alternate Assessment Academic Inventory (AAAI)
Statewide Performance of Off-Level¹ Students in Mathematics**

| Category | Number of Students ² | Percent of All Students ³ | Percent at Level I | Percent at Level II | Percent at Level III ⁴ | Percent at Level IV ⁴ | Percent At or Above Level III ⁴ | Percent Achieving Growth | Percent Not Achieving Growth |
|---|---------------------------------|--------------------------------------|--------------------|---------------------|-----------------------------------|----------------------------------|--|--------------------------|------------------------------|
| All Students | 5,347 | 100.0 | 17.3 | 82.7 | 0.0 | 0.0 | 0.0 | 92.4 | 7.6 |
| Gender | | | | | | | | | |
| Female | 1,770 | 33.1 | 18.1 | 81.9 | 0.0 | 0.0 | 0.0 | 92.3 | 7.7 |
| Male | 3,577 | 66.9 | 16.9 | 83.1 | 0.0 | 0.0 | 0.0 | 92.5 | 7.5 |
| Ethnicity | | | | | | | | | |
| American Indian | 177 | 3.3 | 14.1 | 85.9 | 0.0 | 0.0 | 0.0 | 93.8 | 6.2 |
| Asian | 37 | 0.7 | 18.9 | 81.1 | 0.0 | 0.0 | 0.0 | 100.0 | * |
| Black | 2,686 | 50.2 | 17.1 | 82.9 | 0.0 | 0.0 | 0.0 | 92.5 | 7.5 |
| Hispanic | 240 | 4.5 | 18.8 | 81.3 | 0.0 | 0.0 | 0.0 | 94.2 | 5.8 |
| Multi-racial | 75 | 1.4 | 13.3 | 86.7 | 0.0 | 0.0 | 0.0 | 86.7 | 13.3 |
| White | 2,124 | 39.7 | 17.6 | 82.4 | 0.0 | 0.0 | 0.0 | 92.1 | 7.9 |
| Other | 11 | 0.2 | * | * | * | * | * | * | * |
| Not Exceptional ⁵ | 5 | 0.1 | * | * | * | * | * | * | * |
| All Students with Disabilities | 5,347 | 100.0 | 17.3 | 82.7 | 0.0 | 0.0 | 0.0 | 92.4 | 7.6 |
| Behaviorally-Emotionally Disabled | 209 | 3.9 | 17.7 | 82.3 | 0.0 | 0.0 | 0.0 | 86.1 | 13.9 |
| Hearing Impaired | 53 | 1.0 | 13.2 | 86.8 | 0.0 | 0.0 | 0.0 | 96.2 | 3.8 |
| Educable Mentally Disabled | 3,232 | 60.4 | 17.0 | 83.0 | 0.0 | 0.0 | 0.0 | 92.5 | 7.5 |
| Specific Learning Disabled ⁵ | 610 | 11.4 | 7.9 | 92.1 | 0.0 | 0.0 | 0.0 | 95.1 | 4.9 |
| LD Reading | 965 | 18.0 | 15.2 | 84.8 | 0.0 | 0.0 | 0.0 | 92.7 | 7.3 |
| LD Mathematics | 905 | 16.9 | 15.9 | 84.1 | 0.0 | 0.0 | 0.0 | 92.8 | 7.2 |
| LD Written Expression | 828 | 15.5 | 16.3 | 83.7 | 0.0 | 0.0 | 0.0 | 92.6 | 7.4 |
| LD Other | 52 | 1.0 | 19.2 | 80.8 | 0.0 | 0.0 | 0.0 | 92.3 | 7.7 |
| Speech-Language Impaired | 16 | 0.3 | * | * | * | * | * | * | * |
| Visually Impaired | 21 | 0.4 | * | * | * | * | * | * | * |
| Other Health Impaired | 394 | 7.4 | 12.9 | 87.1 | 0.0 | 0.0 | 0.0 | 92.9 | 7.1 |
| Orthopedically Impaired | 45 | 0.8 | 24.4 | 75.6 | 0.0 | 0.0 | 0.0 | 84.4 | 15.6 |
| Traumatic Brain Injured | 29 | 0.5 | * | * | * | * | * | * | * |
| Autistic | 237 | 4.4 | 24.1 | 75.9 | 0.0 | 0.0 | 0.0 | 92.4 | 7.6 |
| Severely/Profoundly Mentally Disable | 2 | 0.0 | * | * | * | * | * | * | * |
| Multihandicapped | 120 | 2.2 | 24.2 | 75.8 | 0.0 | 0.0 | 0.0 | 90.0 | 10.0 |
| Deaf-Blind | 0 | 0.0 | * | * | * | * | * | * | * |
| Trainable Mentally Disabled | 374 | 7.0 | 32.4 | 67.6 | 0.0 | 0.0 | 0.0 | 91.2 | 8.8 |
| Section 504 | 4 | 0.1 | * | * | * | * | * | * | * |
| Limited English Proficient | 91 | 1.7 | 14.3 | 85.7 | 0.0 | 0.0 | 0.0 | 96.7 | 3.3 |
| Not Served by Title I | 2,658 | 49.7 | 17.9 | 82.1 | 0.0 | 0.0 | 0.0 | 91.9 | 8.1 |
| Schoolwide Title I Program | 2,543 | 47.6 | 16.6 | 83.4 | 0.0 | 0.0 | 0.0 | 93.1 | 6.9 |
| Targeted Assistance | 85 | 1.6 | 16.5 | 83.5 | 0.0 | 0.0 | 0.0 | 89.4 | 10.6 |
| Migrant | 72 | 1.3 | 15.3 | 84.7 | 0.0 | 0.0 | 0.0 | 86.1 | 13.9 |
| Assigned Grade | | | | | | | | | |
| 3 | 1,414 | 26.4 | 16.6 | 83.4 | 0.0 | 0.0 | 0.0 | 93.3 | 6.7 |
| 4 | 1,199 | 22.4 | 13.6 | 86.4 | 0.0 | 0.0 | 0.0 | 94.4 | 5.6 |
| 5 | 1,112 | 20.8 | 14.3 | 85.7 | 0.0 | 0.0 | 0.0 | 91.6 | 8.4 |
| 6 | 668 | 12.5 | 21.1 | 78.9 | 0.0 | 0.0 | 0.0 | 90.9 | 9.1 |
| 7 | 529 | 9.9 | 23.3 | 76.7 | 0.0 | 0.0 | 0.0 | 91.7 | 8.3 |
| 8 | 427 | 8.0 | 24.4 | 75.6 | 0.0 | 0.0 | 0.0 | 89.2 | 10.8 |
| 10 | 1 | 0.0 | * | * | * | * | * | * | * |

Notes: ¹Off-level students are not assessed at their assigned grade level. Students assessed off grade cannot receive an Achievement Level III or IV based on grade-level standards.

²Number of off-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

³"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

⁴Students assessed off-grade level can only receive an Achievement Level I or II.

⁵Inconsistencies in number reported are due to errors in coding on student answer sheets

*Data are not reported for categories with fewer than thirty students.

The total of "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 8. 2001-02 Alternate Assessment Academic Inventory (AAAI)
Characteristics and Performance of Off-Level¹ Students in Mathematics**

| | Number of Students ² | Percent of All Students ³ | Percent at Level I | Percent at Level II | Percent at Level III ⁴ | Percent at Level IV ⁴ | Percent At or Above Level III ⁴ | Percent Achieving Growth | Percent Not Achieving Growth |
|---|------------------------------------|---|--------------------------|---------------------------|---|--|--|--------------------------------|------------------------------------|
| All Students | 5,347 | 100.0 | 17.3 | 82.7 | 0.0 | 0.0 | 0.0 | 92.4 | 7.6 |
| Parental Education | | | | | | | | | |
| Did not finish high school | 1,704 | 31.9 | 18.4 | 81.6 | 0.0 | 0.0 | 0.0 | 91.5 | 8.5 |
| High school graduate | 2,774 | 51.9 | 15.5 | 84.5 | 0.0 | 0.0 | 0.0 | 92.7 | 7.3 |
| Trade/business school | 142 | 2.7 | 16.2 | 83.8 | 0.0 | 0.0 | 0.0 | 93.7 | 6.3 |
| Community college | 351 | 6.6 | 20.5 | 79.5 | 0.0 | 0.0 | 0.0 | 93.7 | 6.3 |
| Four-year college degree | 299 | 5.6 | 19.1 | 80.9 | 0.0 | 0.0 | 0.0 | 93.3 | 6.7 |
| Graduate school | 66 | 1.2 | 34.8 | 65.2 | 0.0 | 0.0 | 0.0 | 92.4 | 7.6 |
| Hours of Homework (per week) | | | | | | | | | |
| None assigned | 437 | 8.2 | 22.4 | 77.6 | 0.0 | 0.0 | 0.0 | 87.9 | 12.1 |
| 1 hour or less | 2,269 | 42.4 | 19.4 | 80.6 | 0.0 | 0.0 | 0.0 | 92.3 | 7.7 |
| 1 to 3 hours | 1,526 | 28.5 | 14.1 | 85.9 | 0.0 | 0.0 | 0.0 | 94.2 | 5.8 |
| More than 3, less than 5 hours | 425 | 7.9 | 12.9 | 87.1 | 0.0 | 0.0 | 0.0 | 93.9 | 6.1 |
| Between 5-10 hours | 203 | 3.8 | 13.3 | 86.7 | 0.0 | 0.0 | 0.0 | 94.1 | 5.9 |
| More than 10 hours | 76 | 1.4 | 6.6 | 93.4 | 0.0 | 0.0 | 0.0 | 94.7 | 5.3 |
| Assigned but not done | 273 | 5.1 | 21.6 | 78.4 | 0.0 | 0.0 | 0.0 | 86.8 | 13.2 |
| Hours Watching TV (each school day) | | | | | | | | | |
| None | 225 | 4.2 | 16.9 | 83.1 | 0.0 | 0.0 | 0.0 | 88.9 | 11.1 |
| 1 hour | 1,072 | 20.0 | 16.0 | 84.0 | 0.0 | 0.0 | 0.0 | 92.3 | 7.7 |
| 2 hours | 1,499 | 28.0 | 17.5 | 82.5 | 0.0 | 0.0 | 0.0 | 94.5 | 5.5 |
| 3 hours | 1,103 | 20.6 | 17.3 | 82.7 | 0.0 | 0.0 | 0.0 | 92.7 | 7.3 |
| Between 4 and 5 hours | 725 | 13.6 | 19.0 | 81.0 | 0.0 | 0.0 | 0.0 | 90.9 | 9.1 |
| More than 6 hours | 580 | 10.8 | 16.6 | 83.4 | 0.0 | 0.0 | 0.0 | 90.3 | 9.7 |
| Free Time Spent Reading in a Week | | | | | | | | | |
| None | 1,516 | 28.4 | 20.6 | 79.4 | 0.0 | 0.0 | 0.0 | 90.7 | 9.3 |
| About 30 minutes | 2,463 | 46.1 | 15.8 | 84.2 | 0.0 | 0.0 | 0.0 | 93.3 | 6.7 |
| About one hour | 751 | 14.0 | 17.0 | 83.0 | 0.0 | 0.0 | 0.0 | 94.1 | 5.9 |
| Between 1 and 2 hours | 275 | 5.1 | 17.1 | 82.9 | 0.0 | 0.0 | 0.0 | 91.3 | 8.7 |
| More than 2 hours | 190 | 3.6 | 11.1 | 88.9 | 0.0 | 0.0 | 0.0 | 90.0 | 10.0 |
| Read and write answers to teacher's questions for reading homework | | | | | | | | | |
| Yes | 2,250 | 42.1 | 15.7 | 84.3 | 0.0 | 0.0 | 0.0 | 93.4 | 6.6 |
| We read but do not have questions to answer for reading homework | | | | | | | | | |
| Yes | 1,266 | 23.7 | 16.1 | 83.9 | 0.0 | 0.0 | 0.0 | 93.5 | 6.5 |
| We choose what to read and report back to teacher or class | | | | | | | | | |
| Yes | 949 | 17.7 | 15.5 | 84.5 | 0.0 | 0.0 | 0.0 | 95.2 | 4.8 |
| We choose what to read but do not report back to teacher or class | | | | | | | | | |
| Yes | 546 | 10.2 | 15.6 | 84.4 | 0.0 | 0.0 | 0.0 | 92.1 | 7.9 |
| Other kinds of reading work for homework | | | | | | | | | |
| Yes | 1,030 | 19.3 | 23.4 | 76.6 | 0.0 | 0.0 | 0.0 | 89.5 | 10.5 |
| Solve Mathematics Problems | | | | | | | | | |
| Not asked for explanation of solution | 484 | 9.1 | 23.3 | 76.7 | 0.0 | 0.0 | 0.0 | 91.3 | 8.7 |
| Once or twice a month asked for solution | 580 | 10.8 | 18.8 | 81.2 | 0.0 | 0.0 | 0.0 | 92.1 | 7.9 |
| About once a week asked for solution | 1,120 | 20.9 | 19.2 | 80.8 | 0.0 | 0.0 | 0.0 | 91.4 | 8.6 |
| Almost everyday asked for solution | 2,999 | 56.1 | 15.3 | 84.7 | 0.0 | 0.0 | 0.0 | 93.1 | 6.9 |
| Calculator Use in Math Class | | | | | | | | | |
| Never use | 1,220 | 22.8 | 20.7 | 79.3 | 0.0 | 0.0 | 0.0 | 90.4 | 9.6 |
| Hardly ever use | 1,259 | 23.5 | 15.1 | 84.9 | 0.0 | 0.0 | 0.0 | 92.2 | 7.8 |
| 1-2 times per month | 821 | 15.4 | 15.7 | 84.3 | 0.0 | 0.0 | 0.0 | 95.0 | 5.0 |
| 1-2 times per week | 1,125 | 21.0 | 17.0 | 83.0 | 0.0 | 0.0 | 0.0 | 94.0 | 6.0 |
| Almost every day | 763 | 14.3 | 17.6 | 8.4 | 0.0 | 0.0 | 0.0 | 91.3 | 8.7 |
| Computer Use at Home | | | | | | | | | |
| Almost every day | 486 | 9.1 | 13.4 | 86.6 | 0.0 | 0.0 | 0.0 | 93.8 | 6.2 |
| 1-2 times per week | 434 | 8.1 | 18.2 | 81.8 | 0.0 | 0.0 | 0.0 | 91.5 | 8.5 |
| 1-2 times per month | 279 | 5.2 | 15.8 | 84.2 | 0.0 | 0.0 | 0.0 | 94.6 | 5.4 |
| Hardly ever | 693 | 13.0 | 19.8 | 80.2 | 0.0 | 0.0 | 0.0 | 92.6 | 7.4 |
| Never (owns computer) | 979 | 18.3 | 17.3 | 82.7 | 0.0 | 0.0 | 0.0 | 92.5 | 7.5 |
| No computer at home | 2,295 | 42.9 | 17.3 | 82.7 | 0.0 | 0.0 | 0.0 | 92.1 | 7.9 |
| National School Lunch Program | | | | | | | | | |
| Not eligible | 989 | 18.5 | 17.6 | 82.4 | 0.0 | 0.0 | 0.0 | 93.0 | 7.0 |
| Reduced price | 436 | 8.2 | 15.1 | 84.9 | 0.0 | 0.0 | 0.0 | 93.1 | 6.9 |
| Free lunch | 3,643 | 68.1 | 17.0 | 83.0 | 0.0 | 0.0 | 0.0 | 92.2 | 7.8 |
| Information not available | 181 | 3.4 | 24.9 | 75.1 | 0.0 | 0.0 | 0.0 | 91.2 | 8.8 |
| School not participating | 29 | 0.5 | * | * | * | * | * | * | * |

Notes: ¹Off-level students are not assessed at their assigned grade level. Students assessed off grade cannot receive an Achievement Level III or IV based on grade-level standards.

²Number of off-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

³"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

⁴Students assessed off-grade level can only receive an Achievement Level I or II.

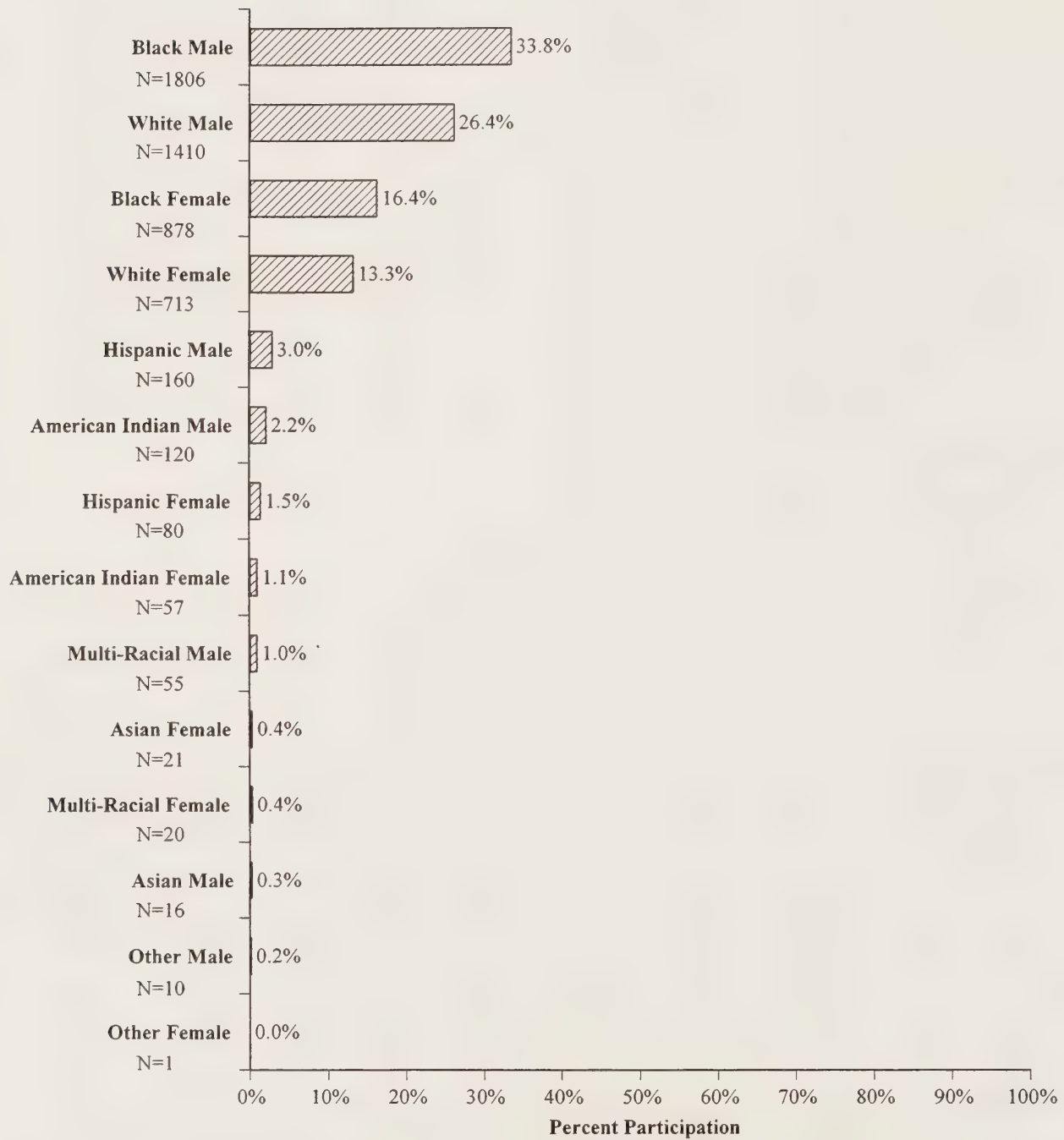
*Data are not reported for categories with fewer than thirty students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Figure 4. 2001-02 Alternate Assessment Academic Inventory (AAAI)
Student Participation in Off-Level¹ Mathematics,
by Gender and Ethnicity**



Notes: ¹Off-level students are assessed below their assigned grade level.

Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 9. 2001-02 Alternate Assessment Academic Inventory (AAAI)
Student Participation by Assessed Grade Level ,
Reading**

| Assigned Grade Level | Number of Students Tested At Assessed Grade Level | | | | | | | |
|----------------------|---|-----|-----|----|----|----|----|----|
| | K - 2 | 3 | 4 | 5 | 6 | 7 | 8 | 10 |
| 3 - 8 and 10 | 5,876 | 458 | 106 | 42 | 42 | 25 | 16 | 0 |
| 3 | 1,734 | 52 | * | * | * | * | * | * |
| 4 | 1,438 | 46 | 31 | * | * | * | * | * |
| 5 | 1,231 | 128 | 15 | 25 | * | * | * | * |
| 6 | 636 | 82 | 17 | 3 | 29 | * | * | * |
| 7 | 485 | 78 | 17 | 3 | 4 | 24 | * | * |
| 8 | 351 | 72 | 26 | 11 | 9 | 1 | 16 | * |
| 10 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Table 10. 2001-02 Alternate Assessment Academic Inventory (AAAI)
Student Participation by Assessed Grade Level,
Mathematics**

| Assigned Grade Level | Number of Students Tested At Assessed Grade Level | | | | | | | |
|----------------------|---|-----|-----|----|----|----|----|----|
| | K - 2 | 3 | 4 | 5 | 6 | 7 | 8 | 10 |
| 3 - 8 and 10 | 4,778 | 506 | 108 | 46 | 24 | 27 | 16 | 0 |
| 3 | 1,414 | 47 | * | * | * | * | * | * |
| 4 | 1,135 | 64 | 26 | * | * | * | * | * |
| 5 | 966 | 138 | 8 | 22 | * | * | * | * |
| 6 | 560 | 80 | 20 | 8 | 19 | * | * | * |
| 7 | 410 | 90 | 20 | 7 | 2 | 25 | * | * |
| 8 | 292 | 87 | 34 | 9 | 3 | 2 | 16 | * |
| 10 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Notes: *For the AAAI, students cannot participate above their assigned grade level.

Data received from LEAs and charter schools after August 16, 2002 are not included in these tables.

Prepared by the NCDPI Division of Accountability Services/Testing Section

Table 11. 2001-02 Alternate Assessment Academic Inventory (AAAI)
Student Participation by Assigned Grade Level and Subject

| Assigned Grade Level | Reading | | Mathematics | |
|----------------------|--------------------|-------------------------|--------------------|-------------------------|
| | Number of Students | Percent of All Students | Number of Students | Percent of All Students |
| 3 - 8 and 10 | 6,565 | 100.0 | 5,505 | 100.0 |
| 3 | 1,786 | 27.2 | 1,461 | 26.5 |
| 4 | 1,515 | 23.1 | 1,225 | 22.3 |
| 5 | 1,399 | 21.3 | 1,134 | 20.6 |
| 6 | 767 | 11.7 | 687 | 12.5 |
| 7 | 611 | 9.3 | 554 | 10.1 |
| 8 | 486 | 7.4 | 443 | 8.0 |
| 10 | 1 | 0.0 | 1 | 0.0 |

Notes: *For the AAAI, students cannot participate above their assigned grade level.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section

Alternate Assessment Portfolio (AAP)

Table 1. 2001-02 Alternate Assessment Portfolio (AAP)
Statewide Student Performance at Each Achievement Level, Percent Achieving Growth, and Percent Not Achieving Growth

| Category | Number of Students | Percent of All Students ¹ | Percent at | | Percent at | | Percent at | | Percent at or Above | | Percent Achieving | | Percent Not Achieving | |
|---|-----------------------|---|------------|----------|------------|----------|------------|----------|---------------------|-----------|-------------------|--------|-----------------------|--------|
| | | | Level I | Level II | Level III | Level IV | Level III | Level IV | Level III | Level III | Growth | Growth | Growth | Growth |
| All Students | 2,979 | 100.0 | 17.8 | 33.2 | 29.4 | 19.6 | 29.4 | 19.6 | 49.0 | 49.0 | 97.4 | 97.4 | 2.6 | 2.6 |
| Gender | | | | | | | | | | | | | | |
| Females | 1,110 | 37.3 | 18.4 | 32.5 | 30.4 | 18.7 | 30.4 | 18.7 | 49.1 | 49.1 | 97.8 | 97.8 | 2.2 | 2.2 |
| Males | 1,847 | 62.0 | 17.5 | 33.7 | 28.6 | 20.1 | 28.6 | 20.1 | 48.7 | 48.7 | 97.1 | 97.1 | 2.9 | 2.9 |
| Ethnicity | | | | | | | | | | | | | | |
| American Indian | 55 | 1.8 | 16.4 | 36.4 | 20.0 | 27.3 | 20.0 | 27.3 | 47.3 | 47.3 | 98.2 | 98.2 | 1.8 | 1.8 |
| Asian | 39 | 1.3 | 12.8 | 30.8 | 33.3 | 23.1 | 33.3 | 23.1 | 56.4 | 56.4 | 100.0 | 100.0 | | |
| Black | 1,219 | 40.9 | 20.2 | 31.9 | 29.4 | 18.5 | 29.4 | 18.5 | 47.9 | 47.9 | 96.3 | 96.3 | 3.7 | 3.7 |
| Hispanic | 106 | 3.6 | 20.8 | 39.6 | 25.5 | 14.2 | 25.5 | 14.2 | 39.6 | 39.6 | 98.1 | 98.1 | 1.9 | 1.9 |
| Multi-Racial | 40 | 1.3 | 7.5 | 30.0 | 47.5 | 15.0 | 47.5 | 15.0 | 62.5 | 62.5 | 97.5 | 97.5 | 2.5 | 2.5 |
| White | 1,494 | 50.2 | 16.1 | 33.9 | 29.4 | 20.7 | 29.4 | 20.7 | 50.1 | 50.1 | 98.2 | 98.2 | 1.8 | 1.8 |
| Other | 26 | 0.9 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Students with Disabilities | 2,948 | 99.0 | 17.6 | 33.1 | 29.6 | 19.7 | 29.6 | 19.7 | 49.3 | 49.3 | 97.5 | 97.5 | 2.5 | 2.5 |
| Behaviorally-Emotionally Disabled | 0 | 0.0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Hearing Impaired | 8 | 0.3 | * | * | * | * | * | * | * | * | * | * | * | * |
| Educable Mentally Disabled | 175 | 5.9 | 13.1 | 30.9 | 30.3 | 25.7 | 30.3 | 25.7 | 56.0 | 56.0 | 97.1 | 97.1 | 2.9 | 2.9 |
| Specific Learning Disabled | 1 | 0.0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Speech-Language Impaired | 1 | 0.0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Visually Impaired | 6 | 0.2 | * | * | * | * | * | * | * | * | * | * | * | * |
| Other Health Impaired | 66 | 2.2 | 19.7 | 27.3 | 31.8 | 21.2 | 31.8 | 21.2 | 53.0 | 53.0 | 95.5 | 95.5 | 4.5 | 4.5 |
| Orthopedically Impaired | 13 | 0.4 | * | * | * | * | * | * | * | * | * | * | * | * |
| Traumatic Brain Injured | 20 | 0.7 | * | * | * | * | * | * | * | * | * | * | * | * |
| Autistic | 700 | 23.5 | 16.0 | 34.0 | 28.1 | 21.9 | 28.1 | 21.9 | 50.0 | 50.0 | 98.0 | 98.0 | 2.0 | 2.0 |
| Severely/Profoundly Mentally Disabled | 375 | 12.6 | 23.5 | 34.4 | 28.8 | 13.3 | 28.8 | 13.3 | 42.1 | 42.1 | 96.8 | 96.8 | 3.2 | 3.2 |
| Multihandicapped | 551 | 18.5 | 17.4 | 34.8 | 32.8 | 14.9 | 32.8 | 14.9 | 47.7 | 47.7 | 97.6 | 97.6 | 2.4 | 2.4 |
| Deaf-Blind | 6 | 0.2 | * | * | * | * | * | * | * | * | * | * | * | * |
| Trainable Mentally Disabled | 1,026 | 34.4 | 17.7 | 32.0 | 28.5 | 21.8 | 28.5 | 21.8 | 50.3 | 50.3 | 97.4 | 97.4 | 2.6 | 2.6 |
| Limited English Proficient (LEP) | 102 | 3.4 | 29.4 | 39.2 | 27.5 | 3.9 | 27.5 | 3.9 | 31.4 | 31.4 | 96.1 | 96.1 | 3.9 | 3.9 |
| Not Served by Title I | 1,911 | 64.1 | 15.7 | 32.3 | 30.3 | 21.7 | 30.3 | 21.7 | 52.0 | 52.0 | 97.6 | 97.6 | 2.4 | 2.4 |
| Schoolwide Title I Program | 945 | 31.7 | 21.6 | 34.7 | 27.2 | 16.5 | 27.2 | 16.5 | 43.7 | 43.7 | 96.9 | 96.9 | 3.1 | 3.1 |
| Targeted Assistance | 41 | 1.4 | 19.5 | 36.6 | 24.4 | 19.5 | 24.4 | 19.5 | 43.9 | 43.9 | 95.1 | 95.1 | 4.9 | 4.9 |
| Migrant | 49 | 1.6 | 24.5 | 22.4 | 30.6 | 22.4 | 30.6 | 22.4 | 53.1 | 53.1 | 100.0 | 100.0 | 0.0 | 0.0 |

Notes ¹"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

*No scores are reported for groups with fewer than thirty students.

Data are not collected for Section 504 or Specific Learning Disabled students by subject.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section

End-of-Course Multiple-Choice Test Results

**Table 1. 1985-86 to 2001-02 End-of-Course Multiple-Choice Test Results
Statewide Summary**

| | 1985-86 | | | 1986-87 | | | 1987-88 | | | 1988-89 | | | 1989-90 | | | 1990-91 | | |
|------------------------------------|----------------|----------------------------------|---------------------------|----------------|----------------------------------|---------------------------|----------------|----------------------------------|---------------------------|---------------|----------------------------------|---------------------------|----------------|----------------------------------|---------------------------|----------------|----------------------------------|---------------------------|
| | Number Tested | Participation Index ¹ | Average Core ² | Number Tested | Participation Index ¹ | Average Core ² | Number Tested | Participation Index ¹ | Average Core ² | Number Tested | Participation Index ¹ | Average Core ² | Number Tested | Participation Index ¹ | Average Core ² | Number Tested | Participation Index ¹ | Average Core ² |
| <u>Algebra I</u> 1985-86 | 63,330 37.7 | 67.8% | 61,003 39.2 | 59,723 39.2 | 69.1% | 59,723 39.2 | 60,183 39.8 | 70.5% | 59,085 40.6 | 73.2% | 59,085 40.6 | 72.3% | 60,988 41.1 | 77.7% | 60,988 41.1 | 77.7% | | |
| <u>Algebra II</u> 1986-87 | | Field Test | 36,633 37.7 | 36,414 36.2 | 39.6% | 36,414 36.2 | 35,132 37.6 | 39.0% | 35,310 37.4 | 39.8% | 35,310 37.4 | 41.7% | 35,828 38.8 | 43.6% | 35,828 38.8 | 43.6% | | |
| <u>Biology</u> 1986-87 | | Field Test | 82,646 38.0 | 77,154 39.0 | 88.5% | 77,154 39.0 | 72,898 39.2 | 87.5% | 72,329 40.4 | 86.0% | 72,329 40.4 | 87.9% | 71,665 41.1 | 87.7% | 71,665 41.1 | 87.7% | | |
| <u>Chemistry</u> 1988-89 | | Field Test | | | | | 33,352 37.5 | 37.8% | 32,801 38.5 | 37.8% | 32,801 38.5 | 38.7% | 33,518 40.1 | 40.8% | 33,518 40.1 | 40.8% | | |
| <u>ELPS</u> 1990-91 | | Field Test | | | | | | Field Test | | | | Field Test | | | 76,593 41.7 | 97.6% | | |
| <u>English I</u> 1989-90 | | Field Test | | | | | | Field Test | | | | 73,768 64.3 | 90.3% | 72,023 66.2 | 91.8% | 72,023 66.2 | 91.8% | |
| <u>Geometry</u> 1988-89 | | Field Test | | | | | 43,325 37.5 | 51.1% | 43,654 38.4 | 53.1% | 43,654 38.4 | 53.1% | 44,352 38.8 | 54.2% | 44,352 38.8 | 54.2% | | |
| <u>Physical Science</u> 1990-91 | | Field Test | | | | | | Field Test | | | | Field Test | | | 63,962 39.9 | 81.5% | | |
| <u>Physics</u> 1989-90 | | Field Test | | | | | | Field Test | | | | 10,166 38.3 | 11.5% | 9,711 39.4 | 11.5% | 9,711 39.4 | 11.5% | |
| <u>U.S. History</u> 1987-88 | | Field Test | | | | | 72,824 39.9 | 78.0% | 66,862 42.0 | 75.8% | 64,519 42.2 | 76.2% | 65,767 40.1 | 80.0% | 65,767 40.1 | 80.0% | | |

Notes: ¹"Participation Index" is the number of students enrolled in the course divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight.

²Average core score is the mean raw score on the common items for all students.

The year of implementation is listed below the subject.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section

Table 1. 1985-86 to 2001-02 End-of-Course Multiple-Choice Test Results
Statewide Summary (continued)

| | 1991-92 | | | 1992-93 | | | 1993-94 | | | 1994-95 | | | 1995-96 | | | 1996-97 | | | 1997-98 | | |
|---------------------------|---------------------------|----------------------------------|---------------------------|----------------------------------|---------------------------|----------------------------------|---------------------------|----------------------------------|---------------------------|----------------------------------|---------------------------|----------------------------------|---------------------------|----------------------------------|---------------------------|----------------------------------|---------------------------|----------------------------------|---------|--|--|
| | Number Tested | Participation Index ¹ | Number Tested | Participation Index ¹ | Number Tested | Participation Index ¹ | Number Tested | Participation Index ¹ | Number Tested | Participation Index ¹ | Number Tested | Participation Index ¹ | Number Tested | Participation Index ¹ | Number Tested | Participation Index ¹ | Number Tested | Participation Index ¹ | | | |
| | Average Core ³ | Standard Deviation | Average Core ³ | Standard Deviation | Average Core ³ | Standard Deviation | Average Core ³ | Standard Deviation | Average Core ³ | Standard Deviation | Average Core ³ | Standard Deviation | Average Core ³ | Standard Deviation | Average Core ³ | Standard Deviation | Average Core ³ | Standard Deviation | | | |
| Algebra I ² | 66,424 | 81.2% | 70,114 | 86.4% | 69,162 | N/A | 80,370 | 94.0% | 82,635 | 96.6% | 83,777 | 95.0% | 83,124 | 95.8% | | | | | | | |
| 1985-86 | 40.4 | 9.6 | 39.9 | 9.6 | 55.1 | 9.1 | 54.7 | 9.3 | 55.0 | 9.7 | 55.6 | 9.7 | 57.0 | 9.7 | | | | | | | |
| Algebra II | 37,221 | 45.5% | 38,909 | 49.6% | 42,497 | 51.9% | 44,928 | 55.3% | | | | | | | | | | | | | |
| 1986-87 | 38.2 | | 38.8 | | 37.6 | | 38.3 | | | | | | | | | | | | | | |
| Biology ² | 71,832 | 91.5% | 75,748 | 92.6% | 74,840 | 92.2% | 62,480 | N/A | 77,420 | 90.5% | 78,723 | 92.0% | 78,804 | 91.8% | | | | | | | |
| 1986-87 | 41.5 | | 40.0 | 11.1 | 39.9 | 10.6 | 55.5 | 8.7 | 55.5 | 8.7 | 55.9 | 8.9 | 56.2 | 8.8 | | | | | | | |
| Chemistry | 34,682 | 42.4% | 35,738 | 45.1% | 38,462 | 47.0% | 39,289 | 48.4% | | | | | | | | | | | | | |
| 1988-89 | 39.3 | | 40.1 | | 39.1 | | 40.6 | | | | | | | | | | | | | | |
| ELPS | 79,313 | 96.9% | 79,070 | 97.4% | 81,290 | 97.0% | 83,597 | 97.8% | 82,577 | 96.5% | 82,611 | 93.4% | 77,348 | 89.5% | | | | | | | |
| 1990-91 | 42.8 | | 43.7 | 11.5 | 43.4 | 11.3 | 44.0 | 11.7 | 43.4 | 11.9 | 53.8 | 9.3 | 54.8 | 9.1 | | | | | | | |
| English I ² | 75,381 | 92.1% | 76,183 | 93.8% | 81,685 | 97.5% | 67,748 | N/A | 85,411 | 99.8% | 89,500 | 100.0% | 88,307 | 100.0% | | | | | | | |
| 1989-90 | 67.0 | | 66.7 | 18.0 | 66.4 | 17.7 | 53.1 | 8.9 | 53.1 | 8.9 | 53.2 | 8.9 | 53.6 | 8.8 | | | | | | | |
| Geometry | 46,623 | 59.4% | 49,494 | 60.1% | 53,932 | 66.4% | 55,657 | 66.4% | | | | | | | | | | | | | |
| 1988-89 | 39.1 | | 38.8 | | 38.6 | | 38.6 | | | | | | | | | | | | | | |
| Physical Science | 66,137 | 80.0% | 63,036 | 77.6% | 65,777 | 78.5% | 66,106 | 77.3% | | | | | | | | | | | | | |
| 1990-91 | 41.1 | | 41.3 | | 40.2 | | 42.9 | | | | | | | | | | | | | | |
| Physics | 10,075 | 12.2% | 10,754 | 13.2% | 10,803 | 13.8% | 10,935 | 13.4% | | | | | | | | | | | | | |
| 1989-90 | 39.4 | | 39.5 | | 39.7 | | 40.2 | | | | | | | | | | | | | | |
| U.S. History ² | 65,329 | 79.9% | 63,034 | 80.0% | 65,872 | 80.5% | 53,160 | N/A | 65,725 | 78.4% | 68,613 | 79.9% | 68,341 | 80.7% | | | | | | | |
| 1987-88 | 42.2 | | 42.3 | 9.7 | 40.4 | 10.5 | 56.2 | 8.3 | 56.3 | 8.2 | 56.2 | 8.2 | 56.3 | 8.4 | | | | | | | |

Notes: ¹Participation Index" is the number of students enrolled in the course divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight.

²The Algebra I score in 1993-94 and the Biology, English I, and U.S. History scores in 1994-95 are the mean scale scores.

³Average core score is the mean raw score on the common items for all students.

The year of implementation is listed below the subject. Beginning in 1993-94, where possible, scores for the entire accountability year are reported. The 1995-96 data are based on all cycles of testing for the July 1st to June 30th accountability year. Algebra I was first scaled in 1993-94; U.S. History, English I, Biology in 1994-95; Physical Science in 1995-96; and ELPS in 1996-97. Bold vertical lines between years indicate that the scores changed from mean raw core scores to mean scale scores and are not comparable across years separated by the bold vertical lines. Numbers to the left of these lines are mean raw core scores and numbers to the right are mean scale scores. From 1995-96 to 1997-98, five tests were administered statewide in the five high school subject areas. Other end-of-courses multiple-choice tests were administered as a local option and are not included in this report. Beginning in 1998-99, the ten tests in the table above were mandated statewide. Data for 1995-96 through 1997-98 are not available for Algebra II, Chemistry, Geometry, Physics, and Physics as these tests were not mandated during this period.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section

Table 1. 1985-86 to 2001-02 End-of-Course Multiple-Choice Test Results
Statewide Summary (continued)

| | <u>1998-99</u> | | | <u>1999-00</u> | | | <u>2000-01</u> | | | <u>2001-02</u> | | |
|------------------------------------|----------------|---------------------------------|--------------------|----------------|----------------|---------------------------------|--------------------|----------------|----------------|---------------------------------|--------------------|----------------|
| | Number Tested | Percent Proficient [*] | Standard Deviation | Average Score | Number Tested | Percent Proficient [*] | Standard Deviation | Average Score | Number Tested | Percent Proficient [*] | Standard Deviation | Average Score |
| <u>Algebra I</u> 1985-86 | 87,404 58.0 | 65.4% 9.6 | 59.0% 10.9 | 90,109 59.5 | 93,000 61.1 | 68.9% 10.5 | 76.0% 9.3 | 99,542 62.5 | 99,542 62.5 | 78.9% 9.8 | 78.9% 9.8 | 99,542 62.5 |
| <u>Algebra II</u> 1986-87 | 48,956 60.0 | 59.0% 10.9 | 52,451 61.1 | 52,451 61.1 | 54,902 63.8 | 62.7% 11.0 | 73.0% 9.9 | 59,013 65.2 | 59,013 65.2 | 76.9% 10.2 | 76.9% 10.2 | 59,013 65.2 |
| <u>Biology</u> 1986-87 | 76,872 56.0 | 57.7% 8.5 | 80,549 56.1 | 80,549 56.1 | 82,026 56.8 | 57.6% 8.5 | 61.0% 8.5 | 84,302 57.9 | 84,302 57.9 | 69.3% 7.6 | 69.3% 7.6 | 84,302 57.9 |
| <u>Chemistry</u> 1988-89 | 41,261 57.8 | 60.5% 8.8 | 42,605 58.1 | 42,605 58.1 | 43,702 58.9 | 62.0% 8.7 | 65.5% 8.7 | 43,737 60.0 | 43,737 60.0 | 70.6% 8.2 | 70.6% 8.2 | 43,737 60.0 |
| <u>ELPS</u> 1990-91 | 77,740 55.0 | 67.4% 9.0 | 78,992 55.1 | 78,992 55.1 | 90,209 55.7 | 67.3% 8.9 | 70.0% 8.7 | 95,817 55.6 | 95,817 55.6 | 69.5% 8.7 | 69.5% 8.7 | 95,817 55.6 |
| <u>English I</u> 1989-90 | 89,679 54.5 | 64.6% 8.7 | 93,434 55.4 | 93,434 55.4 | 94,707 55.4 | 68.4% 8.6 | 68.3% 8.6 | 97,662 55.7 | 97,662 55.7 | 69.6% 8.4 | 69.6% 8.4 | 97,662 55.7 |
| <u>Geometry</u> 1988-89 | 60,764 58.4 | 58.4% 9.9 | 64,572 59.1 | 64,572 59.1 | 65,480 59.8 | 60.0% 10.0 | 63.9% 8.9 | 69,139 60.5 | 69,139 60.5 | 66.3% 9.1 | 66.3% 9.1 | 69,139 60.5 |
| <u>Physical Science</u> 1990-91 | 67,397 54.5 | 55.7% 9.0 | 67,066 54.9 | 67,066 54.9 | 39,182 55.5 | 57.1% 8.7 | 59.9% 8.7 | 39,783 55.8 | 39,783 55.8 | 61.5% 7.9 | 61.5% 7.9 | 39,783 55.8 |
| <u>Physics</u> 1989-90 | 11,221 56.8 | 72.0% 9.2 | 11,429 57.1 | 11,429 57.1 | 10,948 57.0 | 72.9% 9.0 | 74.4% 8.5 | 11,551 60.7 | 11,551 60.7 | 84.4% 9.2 | 84.4% 9.2 | 11,551 60.7 |
| <u>U.S. History</u> 1987-88 | 70,187 56.6 | 51.0% 8.3 | 70,930 55.8 | 70,930 55.8 | 73,742 56.6 | 46.9% 8.3 | 50.5% 8.4 | 77,527 56.4 | 77,527 56.4 | 50.1% 8.3 | 50.1% 8.3 | 77,527 56.4 |

Notes: *Beginning with the data from 1998-99, "Percent Proficient" is reported instead of the "Participation Index."

The year of implementation is listed below the subject. Beginning in 1993-94, where possible, scores for the entire accountability year are reported.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section

**Table 2. 2000-01 to 2001-02 End-of-Course Multiple-Choice Test Results
Comparison of Percent of Students At or Above Achievement Level III,
by Ethnicity**

| | 2001-02 | | | Percent of Students At or Above Achievement Level III | | | | | | | | | | | | | |
|--|---------------|------------------|--------------------|---|---------------|-------------------------|-------------------------|---------------|---------------|---------------|---------------|------------------|------------------|----------------------|----------------------|---------------|---------------|
| | Number Tested | Mean Scale Score | Standard Deviation | 2000-01 State | 2001-02 State | 2000-01 American Indian | 2001-02 American Indian | 2000-01 Asian | 2001-02 Asian | 2000-01 Black | 2001-02 Black | 2000-01 Hispanic | 2001-02 Hispanic | 2000-01 Multi-Racial | 2001-02 Multi-Racial | 2000-01 White | 2001-02 White |
| Algebra I | 99,542 | 62.5 | 9.8 | 76.0 | 78.9 | 67.6 | 69.5 | 82.5 | 85.9 | 57.1 | 62.7 | 70.0 | 74.2 | 76.0 | 81.3 | 84.6 | 86.6 |
| Algebra II | 59,013 | 65.2 | 10.2 | 73.0 | 76.9 | 55.6 | 69.8 | 82.2 | 85.0 | 52.5 | 57.7 | 67.7 | 71.4 | 74.5 | 78.0 | 79.6 | 83.1 |
| Biology | 84,302 | 57.9 | 7.6 | 61.0 | 69.3 | 46.3 | 58.5 | 63.7 | 74.4 | 34.9 | 45.2 | 47.2 | 55.9 | 68.1 | 77.1 | 73.1 | 80.3 |
| Chemistry | 43,737 | 60.0 | 8.2 | 65.5 | 70.6 | 44.6 | 60.1 | 68.8 | 76.0 | 41.8 | 48.1 | 57.8 | 62.0 | 69.8 | 68.2 | 72.4 | 77.4 |
| Economic, Legal, and Political Systems | 95,817 | 55.6 | 8.7 | 70.0 | 69.5 | 54.5 | 52.3 | 70.5 | 70.5 | 48.9 | 48.1 | 56.6 | 55.7 | 71.3 | 73.7 | 80.0 | 80.5 |
| English I | 97,662 | 55.7 | 8.4 | 68.3 | 69.6 | 50.8 | 50.5 | 72.0 | 74.3 | 49.0 | 51.4 | 52.6 | 52.6 | 69.3 | 73.7 | 78.0 | 79.4 |
| Geometry | 69,139 | 60.5 | 9.1 | 63.9 | 66.3 | 45.4 | 51.0 | 71.6 | 74.8 | 34.6 | 37.4 | 50.3 | 57.3 | 64.6 | 66.4 | 75.0 | 77.9 |
| Physical Science | 39,783 | 55.8 | 7.9 | 59.9 | 61.5 | 40.5 | 51.4 | 65.0 | 67.4 | 37.1 | 41.4 | 44.3 | 53.1 | 61.5 | 63.3 | 72.0 | 72.4 |
| Physics | 11,551 | 60.7 | 9.2 | 74.4 | 84.4 | 46.3 | 67.6 | 78.8 | 84.5 | 43.9 | 62.9 | 64.0 | 81.8 | 78.4 | 80.6 | 79.8 | 88.2 |
| U.S. History | 77,527 | 56.4 | 8.3 | 50.5 | 50.1 | 34.7 | 38.0 | 56.2 | 55.7 | 28.4 | 27.7 | 40.7 | 39.9 | 54.5 | 54.4 | 59.8 | 59.7 |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section

**Table 3. 2001-02 End-of-Course Multiple-Choice Tests
Achievement Level Ranges,
by Course**

| Course | Level I | Level II | Level III | Level IV |
|---|----------------|-----------------|------------------|-----------------|
| Algebra I | 23-44 | 45-54 | 55-65 | 66-96 |
| Algebra II | 23-45 | 46-57 | 58-68 | 69-102 |
| Biology | 23-46 | 47-54 | 55-64 | 65-88 |
| Chemistry | 23-47 | 48-55 | 56-64 | 65-91 |
| Economic, Legal, & Political Systems | 21-42 | 43-51 | 52-60 | 61-90 |
| English I | 22-42 | 43-51 | 52-60 | 61-85 |
| Geometry | 23-45 | 46-56 | 57-66 | 67-93 |
| Physical Science | 23-43 | 44-53 | 54-63 | 64-89 |
| Physics | 23-42 | 43-51 | 52-62 | 63-87 |
| U.S. History | 25-47 | 48-56 | 57-64 | 65-88 |

Prepared by the NCDPI Division of Accountability Services/Testing Section

**Table 4. 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level,
by Course and Ethnicity**

| Achievement Level | Ethnicity | Algebra I | | Algebra II | | Biology | | Chemistry | | Economic, Legal, & Political Systems | |
|--------------------------------|-----------------|-----------|------|------------|------|---------|------|-----------|------|--------------------------------------|------|
| | | N | % | N | % | N | % | N | % | N | % |
| Achievement Level I | American Indian | 44 | 3.4 | 16 | 2.8 | 113 | 11.2 | 29 | 8.3 | 182 | 13.3 |
| | Asian | 30 | 1.4 | 22 | 1.4 | 126 | 6.9 | 69 | 5.4 | 170 | 8.3 |
| | Black | 1,537 | 5.3 | 605 | 4.4 | 3,972 | 16.7 | 1,383 | 14.9 | 4,369 | 15.6 |
| | Hispanic | 109 | 3.3 | 30 | 2.3 | 335 | 13.4 | 98 | 10.9 | 411 | 13.3 |
| | Multi-Racial | 26 | 2.3 | 7 | 1.2 | 42 | 5.2 | 25 | 6.2 | 54 | 5.3 |
| | White | 945 | 1.5 | 514 | 1.2 | 2,100 | 3.9 | 1,295 | 4.1 | 2,133 | 3.5 |
| Achievement Level II | American Indian | 350 | 27.1 | 155 | 27.4 | 304 | 30.2 | 111 | 31.6 | 472 | 34.5 |
| | Asian | 263 | 12.6 | 209 | 13.5 | 341 | 18.7 | 237 | 18.6 | 435 | 21.2 |
| | Black | 9,259 | 32.0 | 5,147 | 37.9 | 9,051 | 38.1 | 3,428 | 37.0 | 10,166 | 36.3 |
| | Hispanic | 739 | 22.5 | 342 | 26.3 | 765 | 30.6 | 244 | 27.1 | 958 | 31.0 |
| | Multi-Racial | 185 | 16.4 | 117 | 20.8 | 143 | 17.7 | 103 | 25.6 | 214 | 21.0 |
| | White | 7,494 | 11.9 | 6,479 | 15.6 | 8,584 | 15.8 | 5,837 | 18.5 | 9,613 | 16.0 |
| Achievement Level III | American Indian | 591 | 45.7 | 237 | 41.9 | 492 | 48.9 | 145 | 41.3 | 518 | 37.8 |
| | Asian | 700 | 33.6 | 481 | 31.2 | 835 | 45.7 | 433 | 34.0 | 735 | 35.9 |
| | Black | 13,481 | 46.6 | 5,719 | 42.1 | 9,592 | 40.3 | 3,460 | 37.3 | 10,106 | 36.1 |
| | Hispanic | 1,591 | 48.4 | 568 | 43.7 | 1,150 | 46.1 | 382 | 42.4 | 1,143 | 37.0 |
| | Multi-Racial | 486 | 43.1 | 233 | 41.4 | 442 | 54.7 | 170 | 42.2 | 427 | 41.9 |
| | White | 24,170 | 38.5 | 15,784 | 38.1 | 29,666 | 54.6 | 13,267 | 42.1 | 24,388 | 40.5 |
| Achievement Level IV | American Indian | 307 | 23.8 | 158 | 27.9 | 97 | 9.6 | 66 | 18.8 | 198 | 14.5 |
| | Asian | 1,088 | 52.3 | 831 | 53.9 | 524 | 28.7 | 535 | 42.0 | 710 | 34.6 |
| | Black | 4,648 | 16.1 | 2,127 | 15.6 | 1,164 | 4.9 | 998 | 10.8 | 3,342 | 11.9 |
| | Hispanic | 846 | 25.8 | 359 | 27.6 | 247 | 9.9 | 176 | 19.6 | 579 | 18.7 |
| | Multi-Racial | 431 | 38.2 | 206 | 36.6 | 181 | 22.4 | 105 | 26.1 | 323 | 31.7 |
| | White | 30,178 | 48.1 | 18,638 | 45.0 | 14,003 | 25.8 | 11,123 | 35.3 | 24,118 | 40.0 |
| Percent At or Above Level III* | American Indian | 898 | 69.5 | 395 | 69.8 | 589 | 58.5 | 211 | 60.1 | 716 | 52.3 |
| | Asian | 1,788 | 85.9 | 1,312 | 85.0 | 1,359 | 74.4 | 968 | 76.0 | 1,445 | 70.5 |
| | Black | 18,129 | 62.7 | 7,846 | 57.7 | 10,756 | 45.2 | 4,458 | 48.1 | 13,448 | 48.1 |
| | Hispanic | 2,437 | 74.2 | 927 | 71.4 | 1,397 | 55.9 | 558 | 62.0 | 1,722 | 55.7 |
| | Multi-Racial | 917 | 81.3 | 439 | 78.0 | 623 | 77.1 | 275 | 68.2 | 750 | 73.7 |
| | White | 54,348 | 86.6 | 34,422 | 83.1 | 43,669 | 80.3 | 24,390 | 77.4 | 48,506 | 80.5 |
| State Results | Ethnicity | Algebra I | | Algebra II | | Biology | | Chemistry | | Economic, Legal, & Political Systems | |
| | | N | % | N | % | N | % | N | % | N | % |
| | American Indian | 1,292 | 1.3 | 566 | 1.0 | 1,006 | 1.2 | 351 | 0.8 | 1,370 | 1.4 |
| | Asian | 2,081 | 2.1 | 1,543 | 2.6 | 1,826 | 2.2 | 1,274 | 2.9 | 2,050 | 2.1 |
| | Black | 28,925 | 29.1 | 13,598 | 23.1 | 23,779 | 28.2 | 9,269 | 21.2 | 27,983 | 29.2 |
| | Hispanic | 3,285 | 3.3 | 1,299 | 2.2 | 2,497 | 3.0 | 900 | 2.1 | 3,091 | 3.2 |
| | Multi-Racial | 1,128 | 1.1 | 563 | 1.0 | 808 | 1.0 | 403 | 0.9 | 1,018 | 1.1 |
| | White | 62,787 | 63.1 | 41,415 | 70.2 | 54,353 | 64.5 | 31,522 | 72.1 | 60,252 | 62.9 |
| | Total | 99,542 | | 59,013 | | 84,302 | | 43,737 | | 95,817 | |

Notes: * "Percent At or Above Level III" is calculated based on actual N counts and is not the sum of each percent.

Due to rounding, some ethnicity categories in some subjects may not sum to 100.0 percent.

When summed, ethnicity subgroup N counts may not match the state N counts because ethnicity may not have been coded on some student answer sheets, or the choice of "Other" ethnicity was coded.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section

Table 4. 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level,
by Course and Ethnicity (continued)

| Achievement Level | Ethnicity | English I | | Geometry | | Physical Science | | Physics | | U.S. History | |
|--------------------------------|--------------|-----------|------|----------|------|------------------|------|---------|------|--------------|------|
| | | N | % | N | % | N | % | N | % | N | % |
| Achievement Level I | American | | | | | | | | | | |
| | Indian | 194 | 13.3 | 37 | 4.9 | 50 | 9.1 | 3 | 4.4 | 170 | 20.2 |
| | Asian | 82 | 4.6 | 52 | 3.1 | 30 | 5.1 | 22 | 3.9 | 229 | 14.1 |
| | Black | 3,421 | 11.9 | 1,910 | 10.7 | 1,444 | 11.4 | 127 | 8.5 | 5,922 | 28.0 |
| | Hispanic | 494 | 14.3 | 110 | 5.9 | 125 | 9.6 | 6 | 3.2 | 413 | 20.3 |
| | Multi-Racial | 70 | 6.3 | 25 | 3.6 | 27 | 6.7 | 1 | 1.0 | 74 | 10.6 |
| | White | 2,494 | 4.1 | 857 | 1.9 | 860 | 3.5 | 157 | 1.7 | 4,595 | 9.0 |
| Achievement Level II | American | | | | | | | | | | |
| | Indian | 526 | 36.1 | 330 | 44.1 | 216 | 39.5 | 19 | 27.9 | 351 | 41.8 |
| | Asian | 380 | 21.1 | 376 | 22.1 | 163 | 27.5 | 66 | 11.6 | 492 | 30.2 |
| | Black | 10,494 | 36.6 | 9,310 | 52.0 | 5,947 | 47.1 | 427 | 28.6 | 9,385 | 44.3 |
| | Hispanic | 1,139 | 33.1 | 681 | 36.8 | 487 | 37.3 | 28 | 15.0 | 810 | 39.8 |
| | Multi-Racial | 222 | 20.0 | 211 | 30.0 | 121 | 30.0 | 19 | 18.4 | 243 | 35.0 |
| | White | 10,131 | 16.6 | 9,356 | 20.3 | 5,840 | 24.0 | 923 | 10.1 | 15,986 | 31.3 |
| Achievement Level III | American | | | | | | | | | | |
| | Indian | 569 | 39.1 | 299 | 39.9 | 227 | 41.5 | 30 | 44.1 | 256 | 30.5 |
| | Asian | 646 | 35.9 | 602 | 35.4 | 268 | 45.3 | 204 | 35.9 | 552 | 33.9 |
| | Black | 11,406 | 39.8 | 5,554 | 31.0 | 4,658 | 36.9 | 742 | 49.7 | 4,781 | 22.6 |
| | Hispanic | 1,311 | 38.1 | 797 | 43.0 | 574 | 44.0 | 95 | 50.8 | 599 | 29.4 |
| | Multi-Racial | 475 | 42.8 | 290 | 41.3 | 188 | 46.7 | 40 | 38.8 | 246 | 35.4 |
| | White | 25,047 | 41.0 | 21,202 | 45.9 | 11,887 | 48.9 | 3,729 | 40.9 | 19,489 | 38.1 |
| Achievement Level IV | American | | | | | | | | | | |
| | Indian | 167 | 11.5 | 83 | 11.1 | 54 | 9.9 | 16 | 23.5 | 63 | 7.5 |
| | Asian | 693 | 38.5 | 670 | 39.4 | 131 | 22.1 | 277 | 48.7 | 356 | 21.9 |
| | Black | 3,337 | 11.6 | 1,144 | 6.4 | 569 | 4.5 | 197 | 13.2 | 1,080 | 5.1 |
| | Hispanic | 501 | 14.5 | 265 | 14.3 | 119 | 9.1 | 58 | 31.0 | 214 | 10.5 |
| | Multi-Racial | 343 | 30.9 | 177 | 25.2 | 67 | 16.6 | 43 | 41.7 | 132 | 19.0 |
| | White | 23,470 | 38.4 | 14,777 | 32.0 | 5,706 | 23.5 | 4,313 | 47.3 | 11,036 | 21.6 |
| Percent At or Above Level III* | American | | | | | | | | | | |
| | Indian | 736 | 50.5 | 382 | 51.0 | 281 | 51.4 | 46 | 67.6 | 319 | 38.0 |
| | Asian | 1,339 | 74.3 | 1,272 | 74.8 | 399 | 67.4 | 481 | 84.5 | 908 | 55.7 |
| | Black | 14,743 | 51.4 | 6,698 | 37.4 | 5,227 | 41.4 | 939 | 62.9 | 5,861 | 27.7 |
| | Hispanic | 1,812 | 52.6 | 1,062 | 57.3 | 693 | 53.1 | 153 | 81.8 | 813 | 39.9 |
| | Multi-Racial | 818 | 73.7 | 467 | 66.4 | 255 | 63.3 | 83 | 80.6 | 378 | 54.4 |
| | White | 48,517 | 79.4 | 35,979 | 77.9 | 17,593 | 72.4 | 8,042 | 88.2 | 30,525 | 59.7 |
| State Results | | English I | | Geometry | | Physical Science | | Physics | | U.S. History | |
| | Ethnicity | N | % | N | % | N | % | N | % | N | % |
| | American | | | | | | | | | | |
| | Indian | 1,456 | 1.5 | 749 | 1.1 | 547 | 1.4 | 68 | 0.6 | 840 | 1.1 |
| | Asian | 1,801 | 1.8 | 1,700 | 2.5 | 592 | 1.5 | 569 | 4.9 | 1,629 | 2.1 |
| | Black | 28,658 | 29.4 | 17,918 | 25.9 | 12,618 | 31.7 | 1,493 | 12.9 | 21,168 | 27.3 |
| | Hispanic | 3,445 | 3.5 | 1,853 | 2.7 | 1,305 | 3.3 | 187 | 1.6 | 2,036 | 2.6 |
| | Multi-Racial | 1,110 | 1.1 | 703 | 1.0 | 403 | 1.0 | 103 | 0.9 | 695 | 0.9 |
| | White | 61,142 | 62.6 | 46,192 | 66.8 | 24,293 | 61.1 | 9,122 | 79.0 | 51,106 | 66.0 |
| | Total | 97,662 | | 69,139 | | 39,783 | | 11,551 | | 77,527 | |

Notes: * "Percent At or Above Level III" is calculated based on actual N counts and is not the sum of each percent.

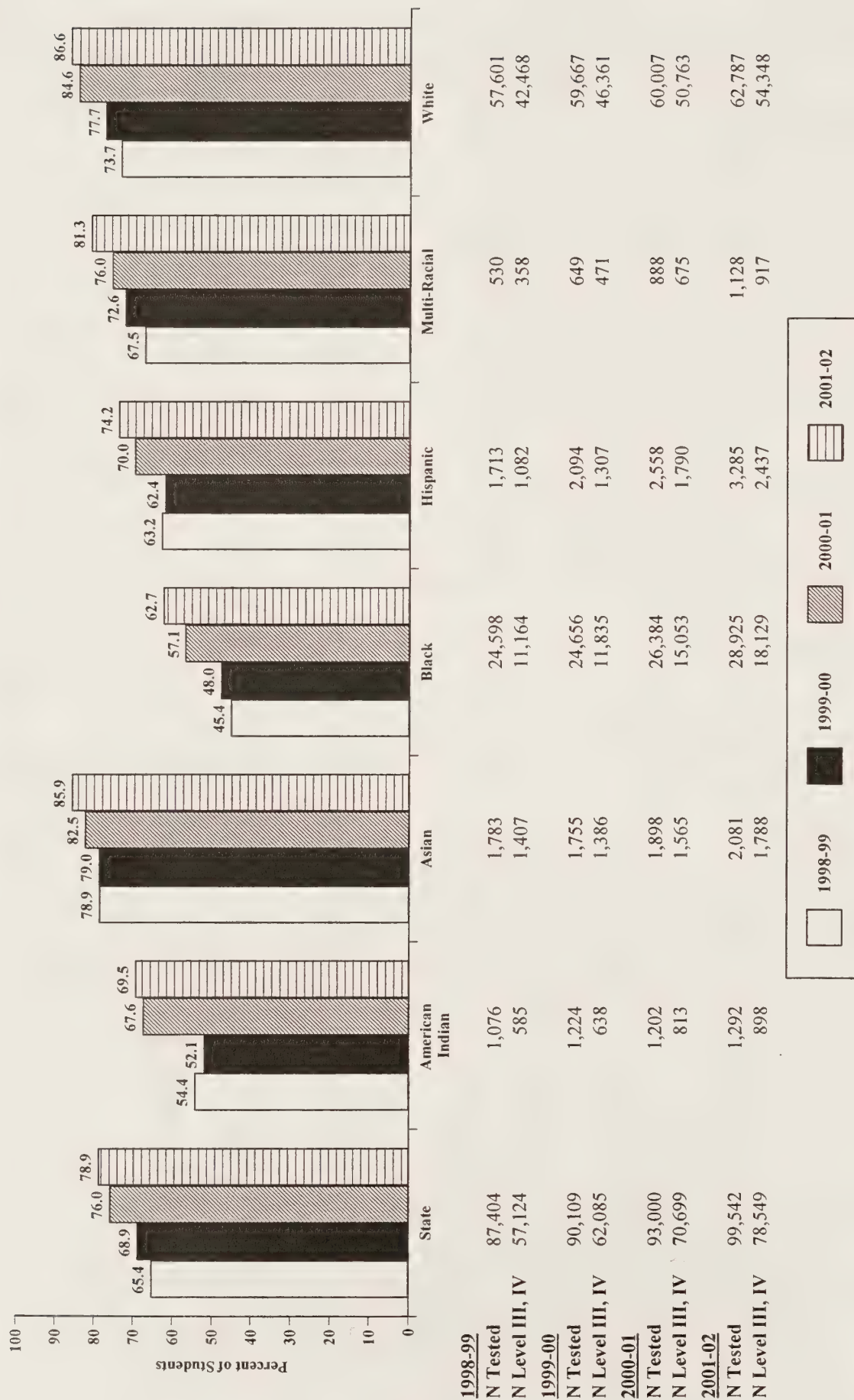
Due to rounding, some ethnicity categories in some subjects may not sum to 100.0 percent.

When summed, ethnicity subgroup N counts may not match the state N counts because ethnicity may not have been coded on some student answer sheets, or the choice of "Other" ethnicity was coded.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

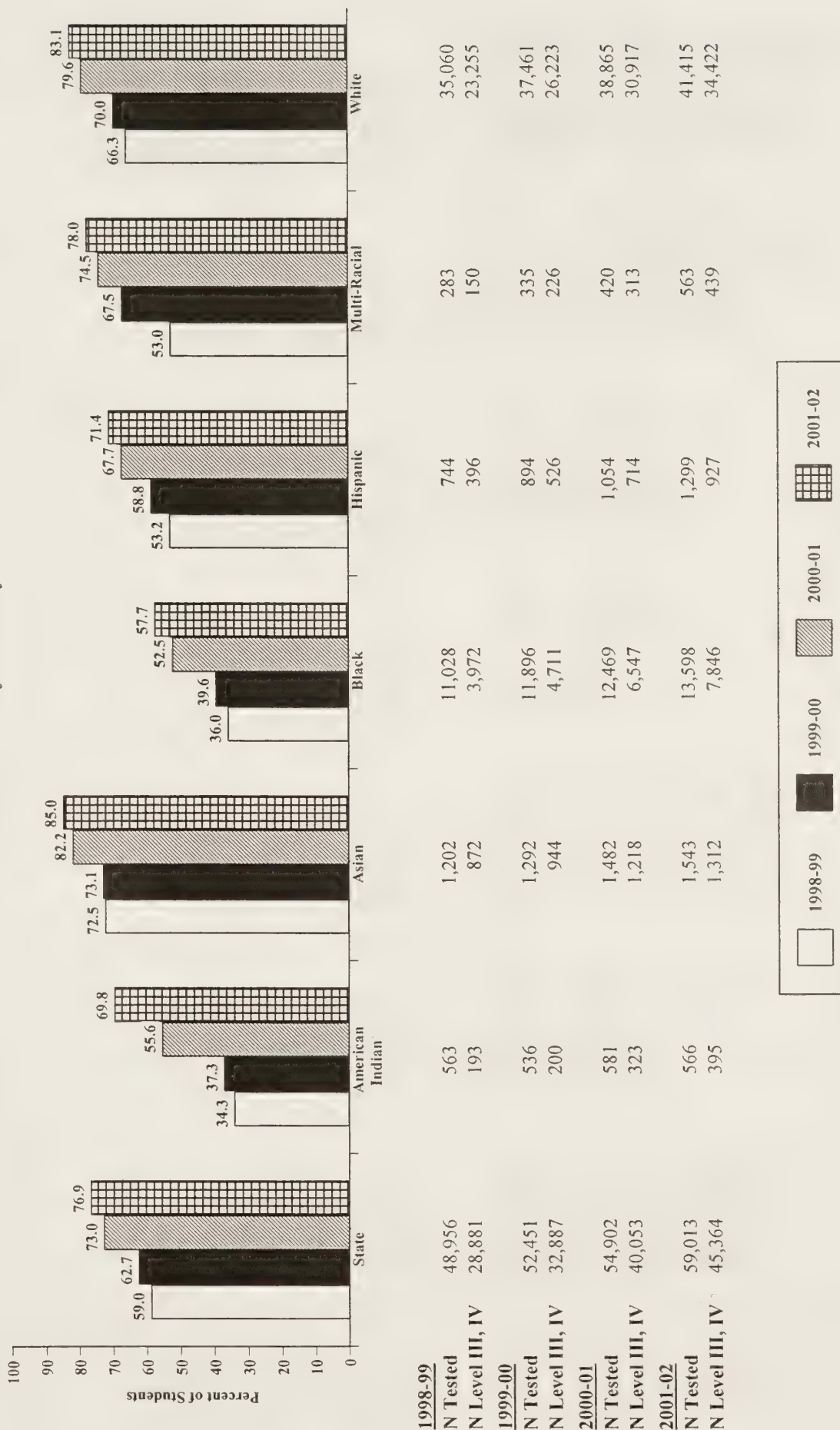
Prepared by the NCDPI Division of Accountability Services/Testing Section

**Figure 1. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III in Algebra I,
by Ethnicity**



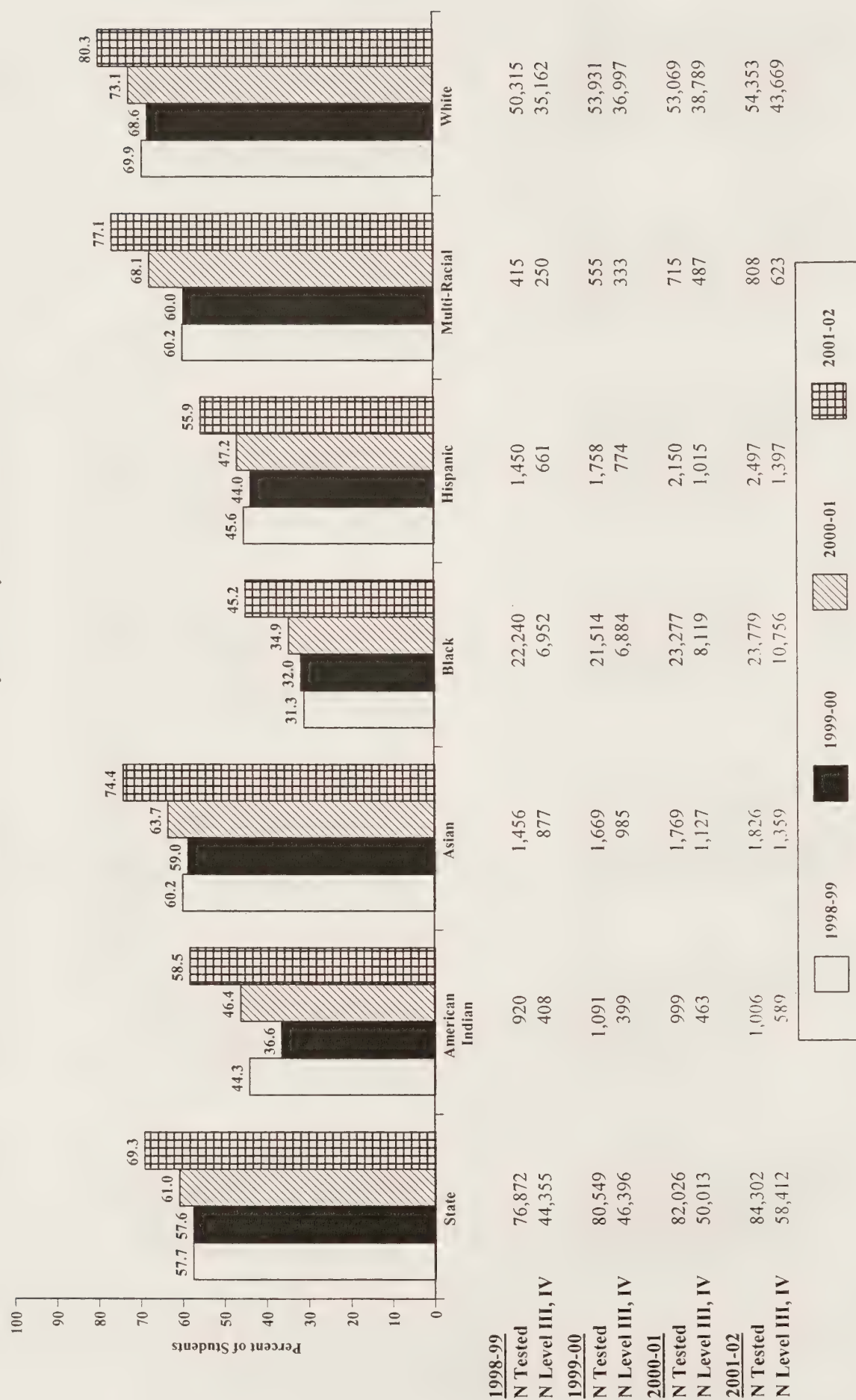
Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.
Beginning in the 1998-99 school year Algebra II, Chemistry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.
Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Figure 2. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III in Algebra II,
by Ethnicity**



Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.
Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.
Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 3. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III in Biology,
by Ethnicity



Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.

Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.

Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.

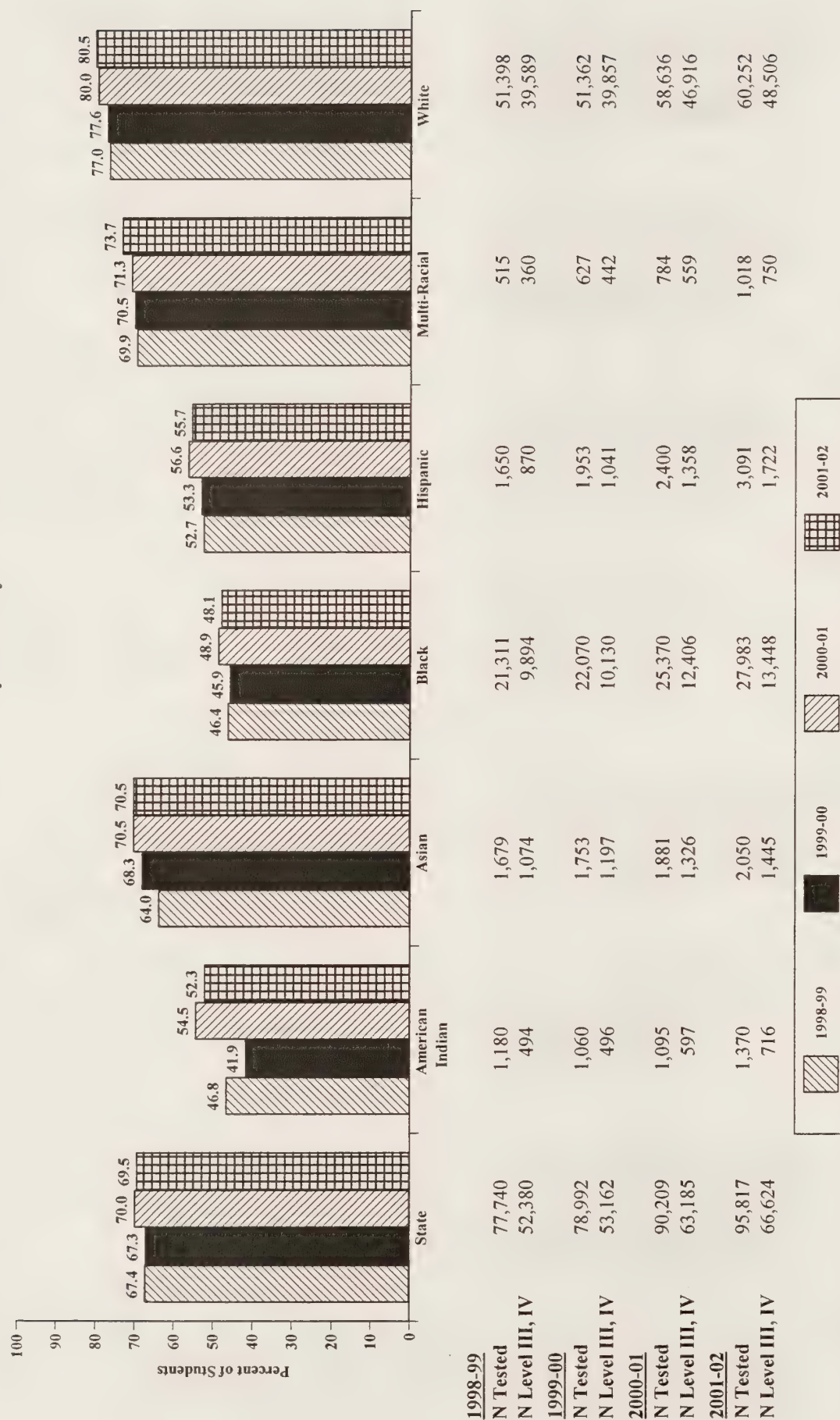
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Figure 4. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III in Chemistry,
by Ethnicity**



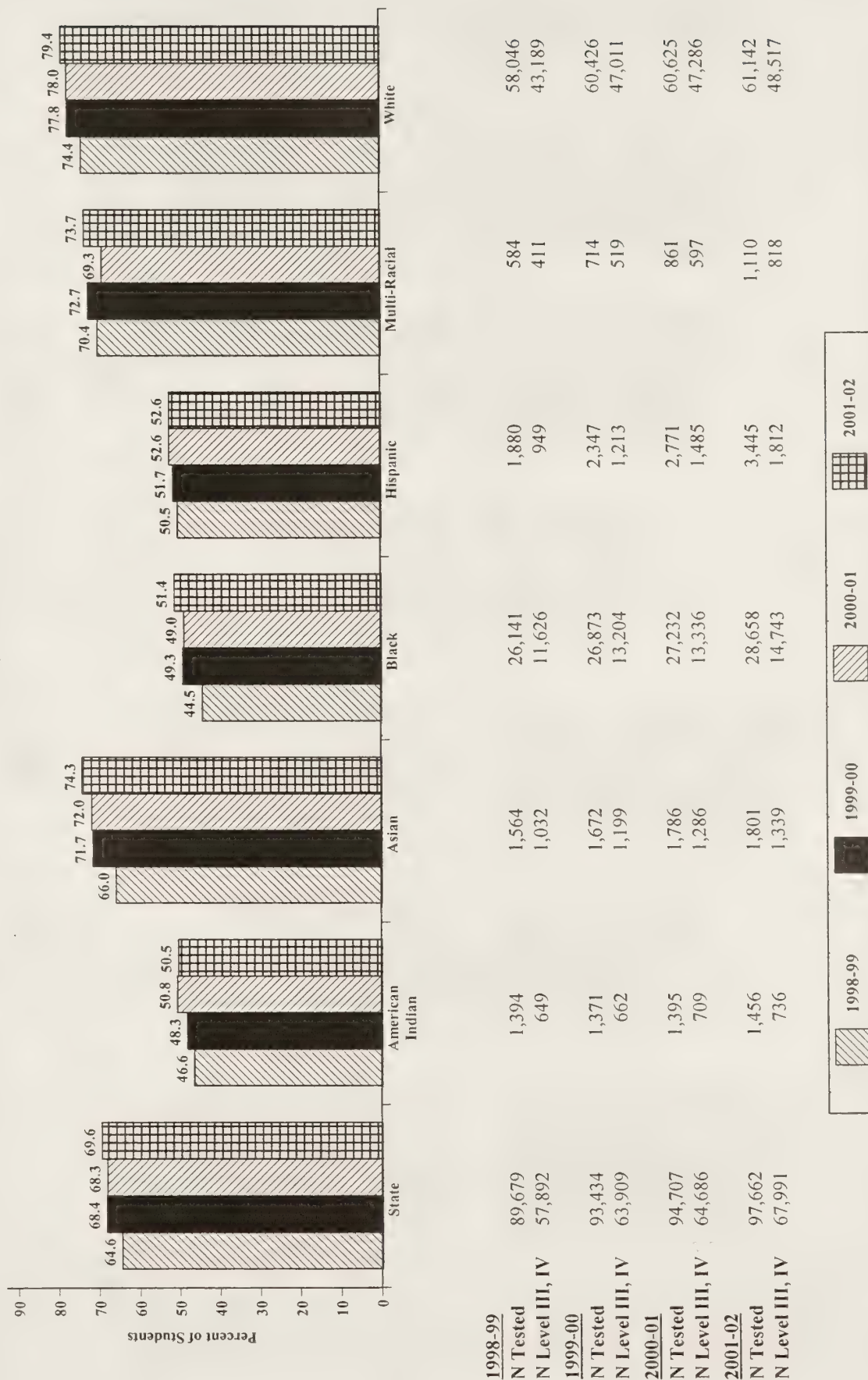
Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.
Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.
Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Figure 5. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III in
Economic, Legal, and Political Systems,
by Ethnicity**

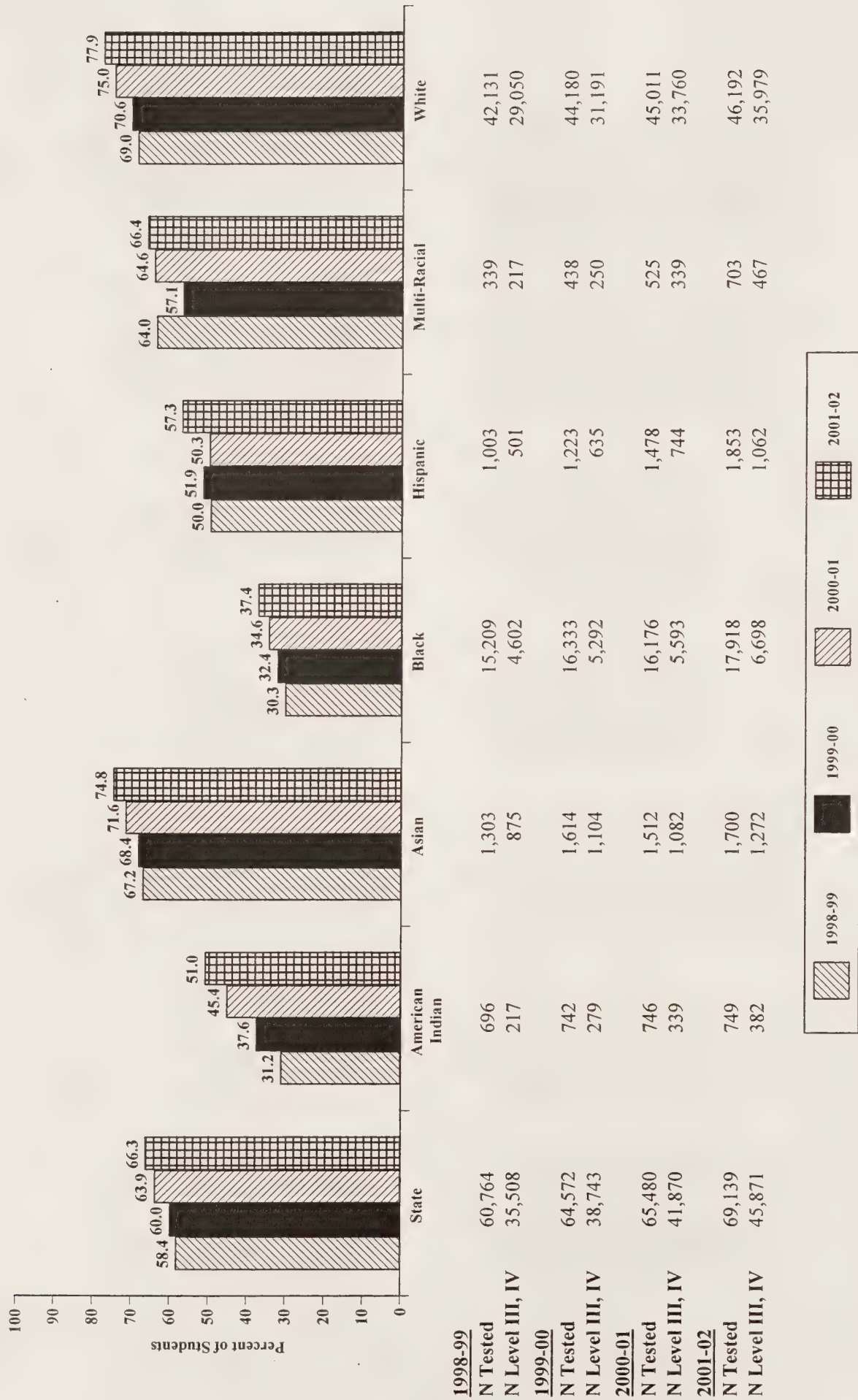


Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.
Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.
Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Figure 6. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III in English I,
by Ethnicity**



Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.
Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.
Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

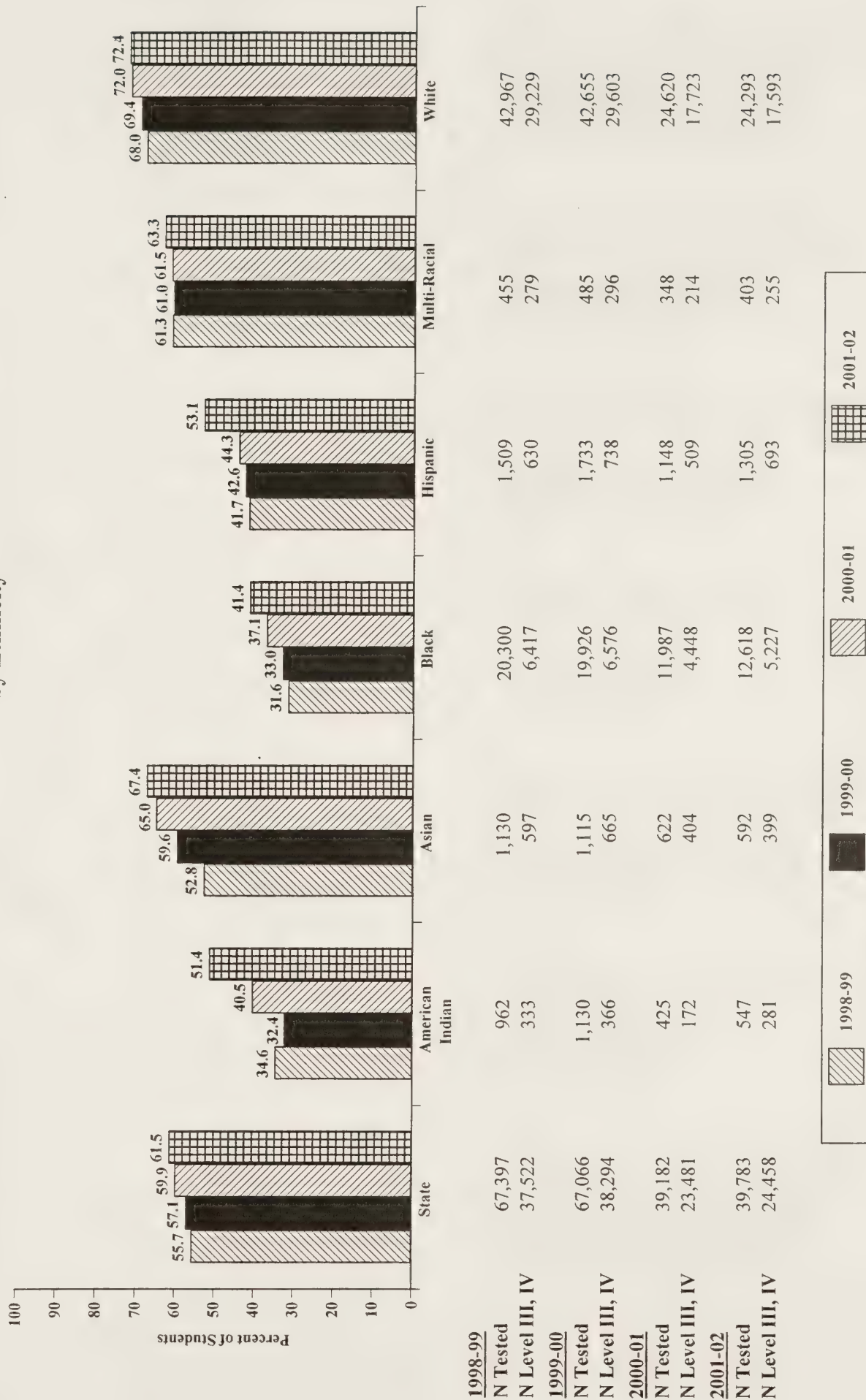


Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.

Beginning in the 1998-99 school year Algebra II, Chemistry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99. Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.

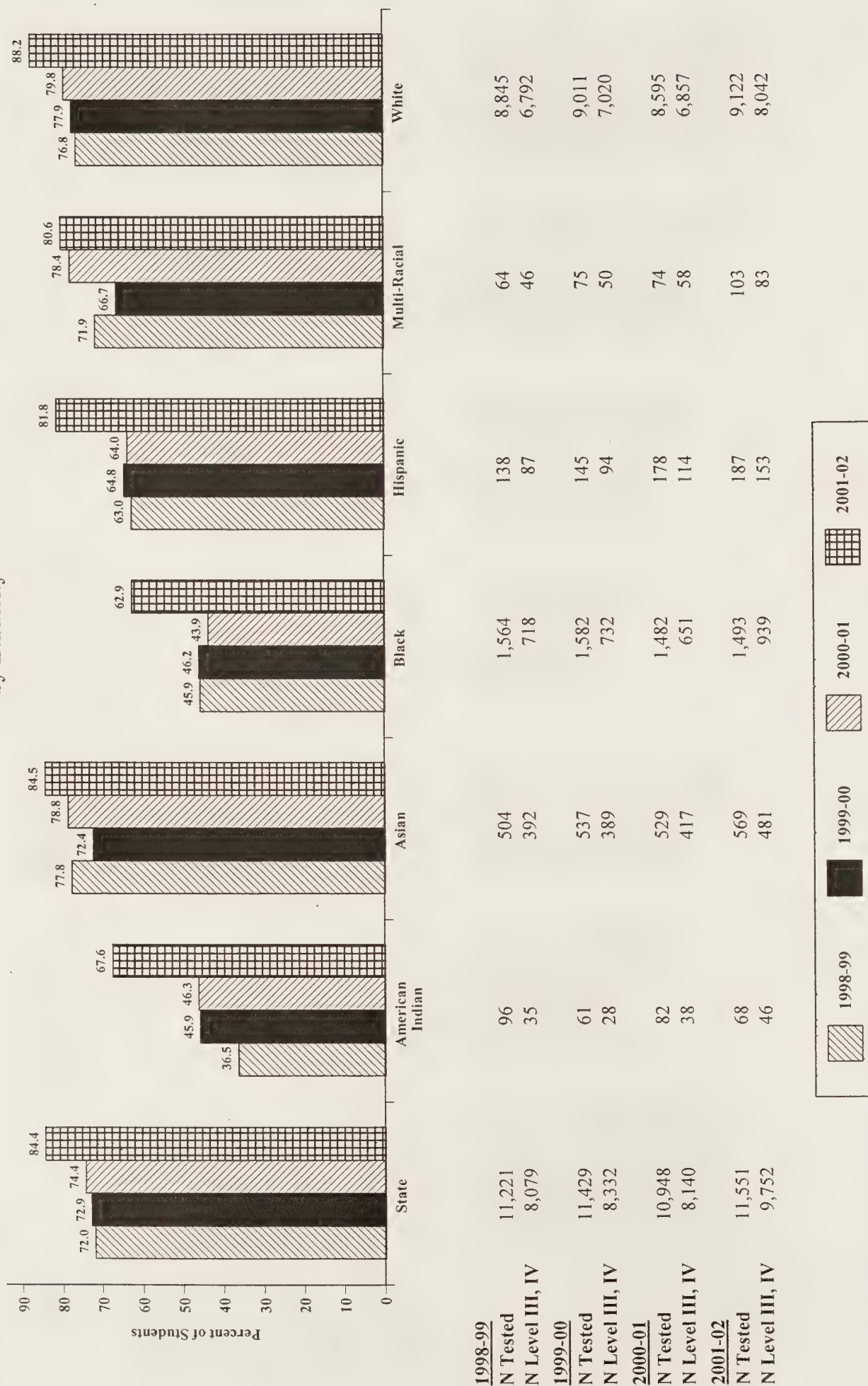
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Figure 8. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III in Physical Science,
by Ethnicity**



Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.
Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.
Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Figure 9. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III in Physics,
by Ethnicity**



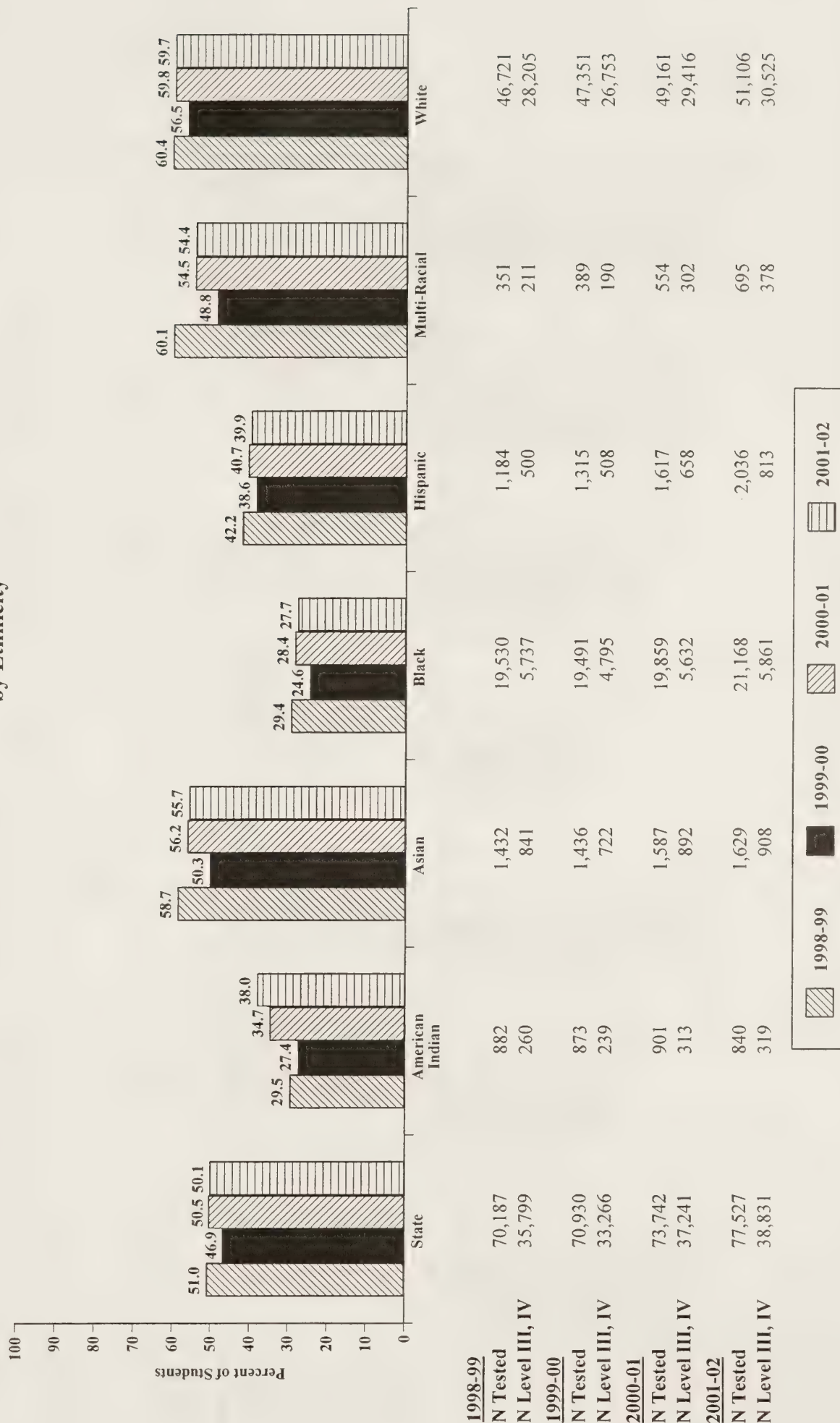
Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.

Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.

Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 10. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III in U.S. History,
by Ethnicity



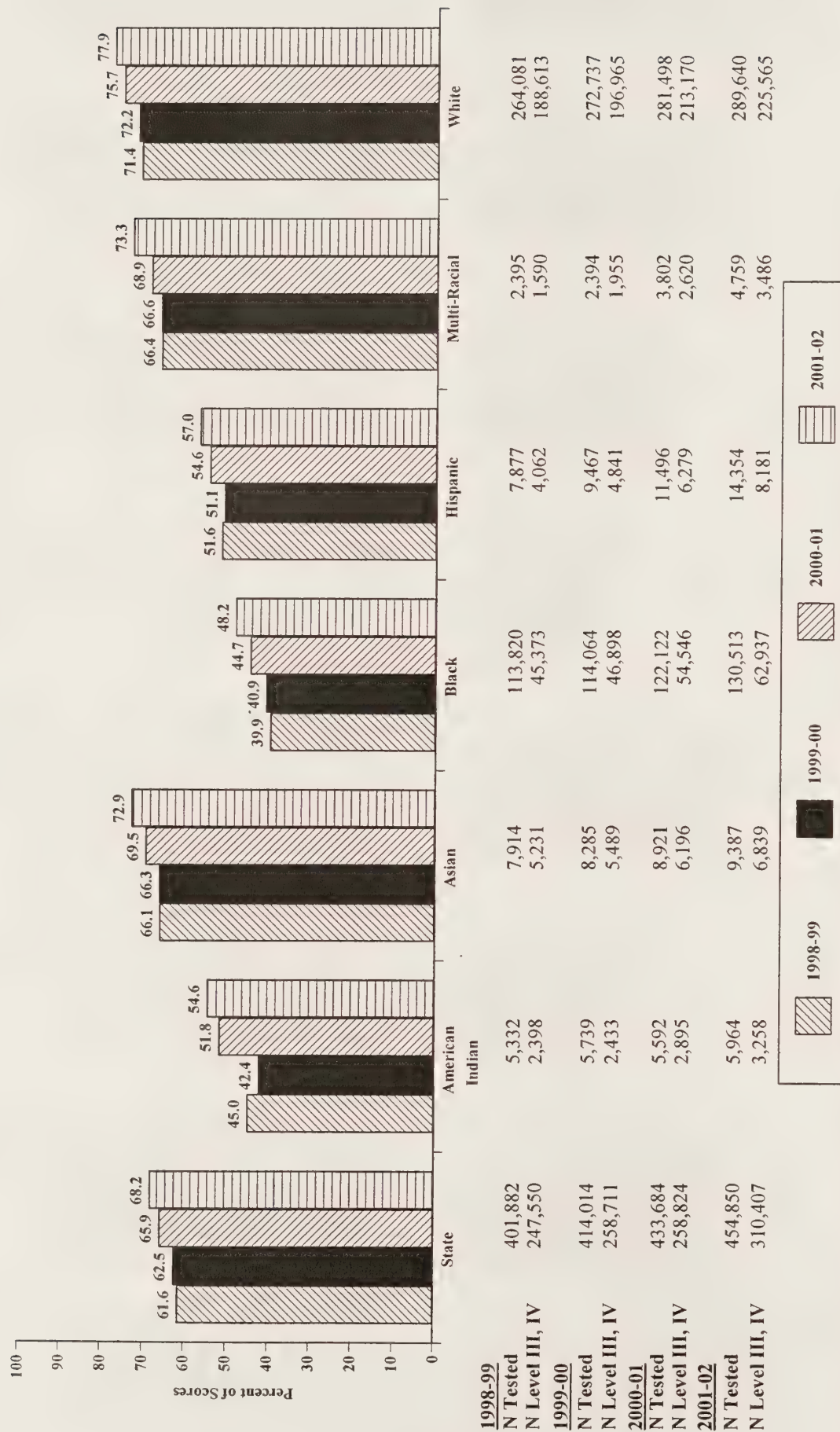
Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.

Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.

Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.

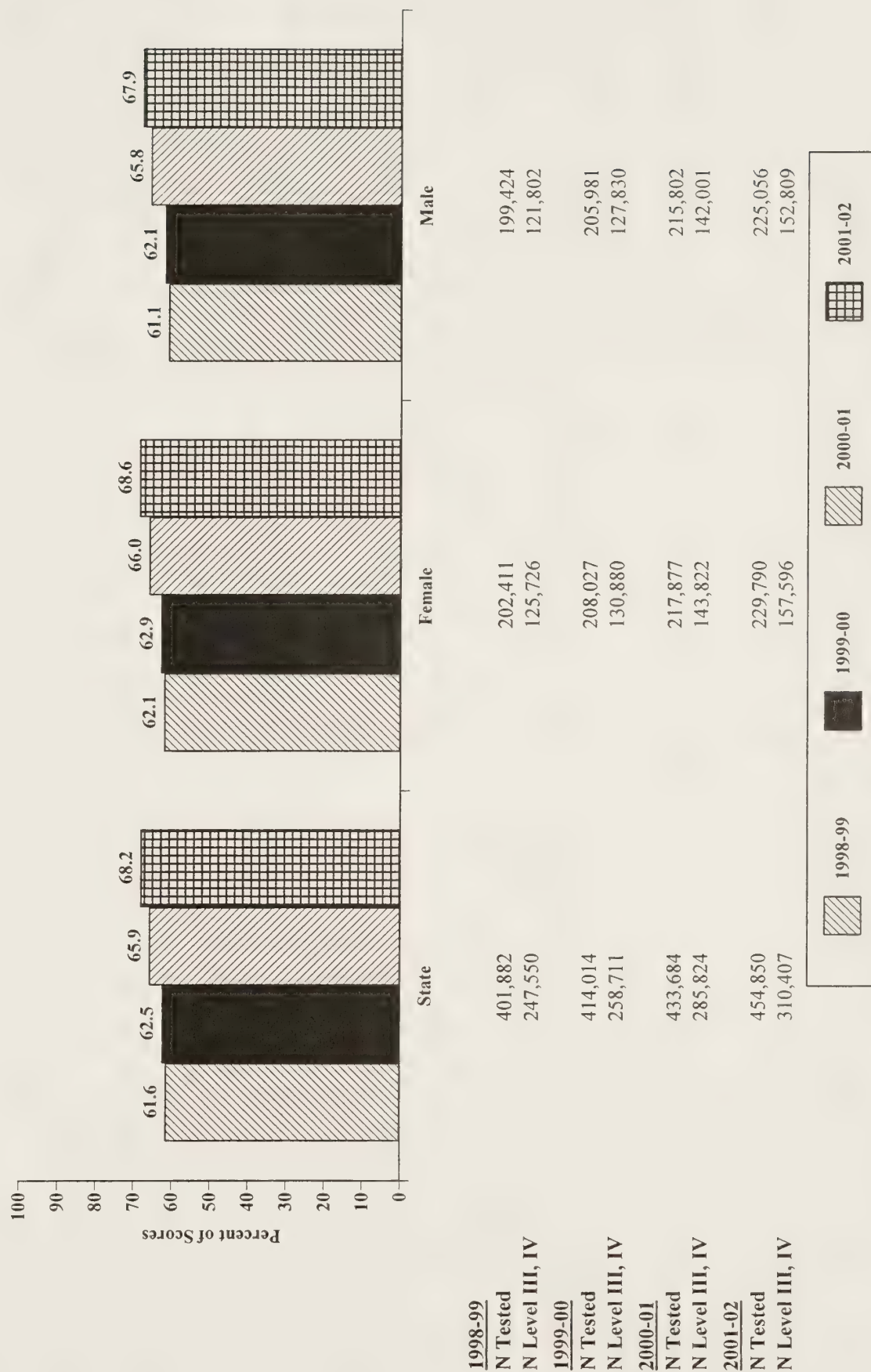
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 11. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Scores At or Above Level III Across the Five Core Courses*
 (Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History),
 by Ethnicity



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99. "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.
 Data received from LEAs and charter school after September 25, 2002 are not included in this figure.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 12. 1998-99 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Scores At or Above Level III Across the Five Core Courses*
 (Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History),
 by Gender



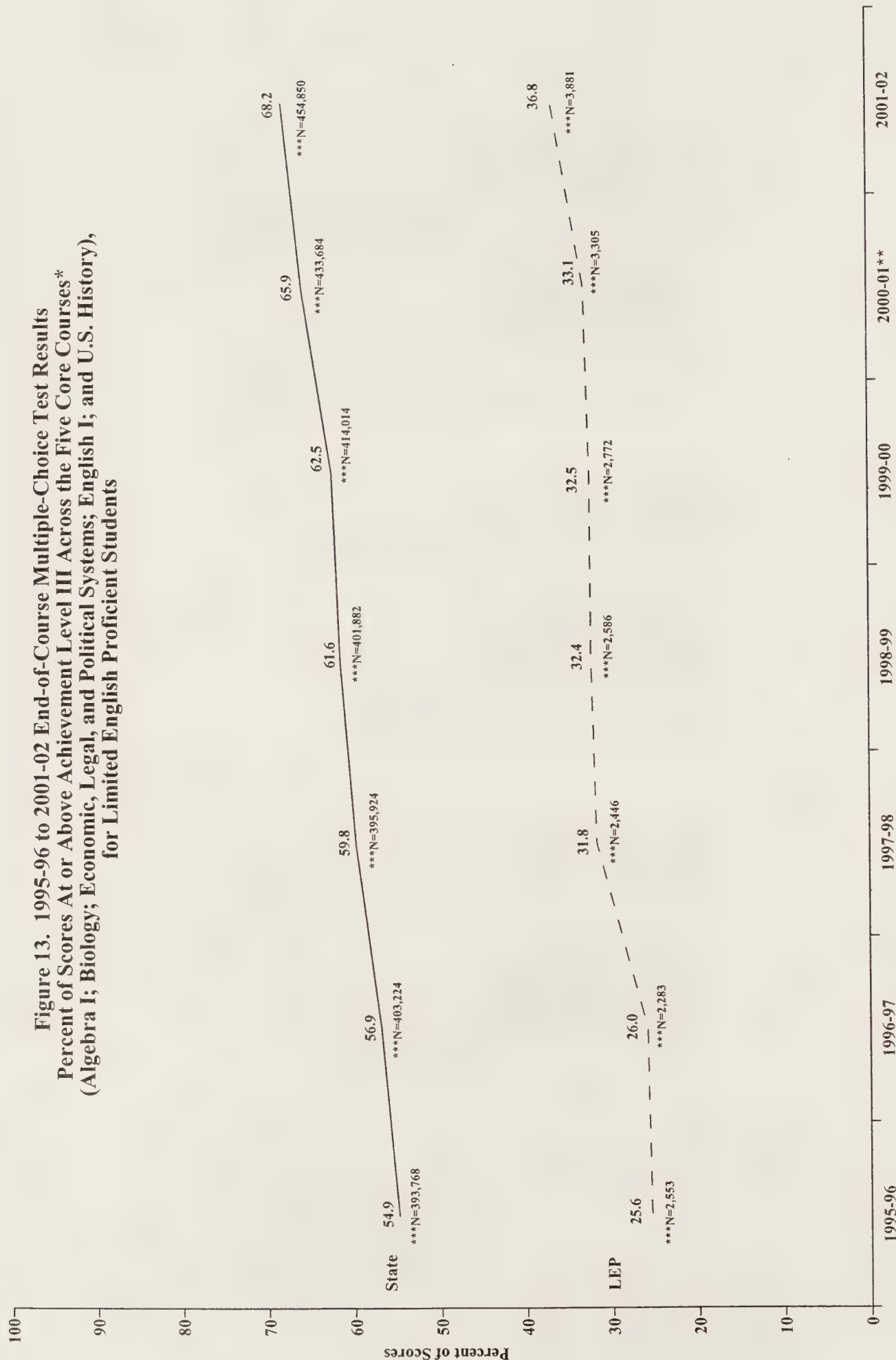
Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.

"N Tested" and "N Level III, IV" for gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because gender was not coded on some student answer sheets, therefore, some students are reported in the state data only.

Data received from LEAs and charter school after September 25, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Figure 13. 1995-96 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Scores At or Above Achievement Level III Across the Five Core Courses*
(Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History),
for Limited English Proficient Students**



Notes: *Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.
 **The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
 ***N counts equal the number of students tested across the five core courses.

Data received from LEAs and charter schools after September 25, 2002 are not included in this figure.

Prepared by the North Carolina Department of Public Instruction (NCDPI) for the State Board of Education (SBE) and the State Testing Agency (STA).

**Table 5a. 1999-00 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level, by Course and Gender
(Algebra I, Algebra II, and Geometry)**

| Level | Gender | 1999-00 Algebra I | | 2000-01 Algebra I | | 2001-02 Algebra I | | 1999-00 Algebra II | | 2000-01 Algebra II | | 2001-02 Algebra II | | 1999-00 Geometry | | 2000-01 Geometry | | 2001-02 Geometry | |
|--|--------|----------------------|------|----------------------|------|----------------------|------|-----------------------|------|-----------------------|------|-----------------------|------|---------------------|------|---------------------|------|---------------------|------|
| | | N ¹ | % | N ¹ | % | N ¹ | % | N ¹ | % | N ¹ | % | N ¹ | % | N ¹ | % | N ¹ | % | N ¹ | % |
| Achievement Level I | Male | 4,708 | 10.5 | 1,621 | 3.5 | 1,579 | 3.2 | 2,175 | 9.1 | 666 | 2.6 | 595 | 2.2 | 2,733 | 9.1 | 1,368 | 4.5 | 1,307 | 4.0 |
| | Female | 3,436 | 7.6 | 1,330 | 2.8 | 1,113 | 2.2 | 2,560 | 9.0 | 708 | 2.4 | 599 | 1.9 | 3,490 | 10.1 | 1,709 | 4.9 | 1,687 | 4.6 |
| Achievement Level II | Male | 9,904 | 22.1 | 10,051 | 21.8 | 9,591 | 19.6 | 6,616 | 27.7 | 6,044 | 23.8 | 5,582 | 20.5 | 8,506 | 28.3 | 8,510 | 27.8 | 8,391 | 26.0 |
| | Female | 10,012 | 22.1 | 9,299 | 19.8 | 8,710 | 17.2 | 8,238 | 28.8 | 7,430 | 25.1 | 6,873 | 21.6 | 11,084 | 32.1 | 12,023 | 34.5 | 11,883 | 32.3 |
| Achievement Level III | Male | 16,953 | 37.8 | 19,736 | 42.8 | 19,236 | 39.4 | 8,391 | 35.2 | 9,832 | 38.8 | 10,126 | 37.2 | 11,029 | 36.6 | 13,114 | 42.8 | 13,655 | 42.3 |
| | Female | 18,017 | 39.8 | 21,714 | 46.3 | 21,799 | 43.0 | 10,464 | 36.6 | 12,310 | 41.7 | 12,906 | 40.6 | 12,492 | 36.2 | 14,445 | 41.5 | 15,097 | 41.0 |
| Achievement Level IV | Male | 13,269 | 29.6 | 14,709 | 31.9 | 18,435 | 37.7 | 6,667 | 28.0 | 8,813 | 34.8 | 10,912 | 40.1 | 7,825 | 26.0 | 7,663 | 25.0 | 8,946 | 27.7 |
| | Female | 13,809 | 30.5 | 14,540 | 31.0 | 19,079 | 37.6 | 7,339 | 25.7 | 9,098 | 30.8 | 11,420 | 35.9 | 7,412 | 21.5 | 6,648 | 19.1 | 8,173 | 22.2 |
| Percent At or Above Level III ² | Male | 30,222 | 67.4 | 34,445 | 74.7 | 37,671 | 77.1 | 15,058 | 63.1 | 18,645 | 73.5 | 21,038 | 77.3 | 18,854 | 62.7 | 20,777 | 67.8 | 22,601 | 70.0 |
| | Female | 31,826 | 70.3 | 36,254 | 77.3 | 40,878 | 80.6 | 17,803 | 62.2 | 21,408 | 72.5 | 24,326 | 76.5 | 19,904 | 57.7 | 21,093 | 60.6 | 23,270 | 63.2 |
| State Results | Male | 44,834 | 49.8 | 46,117 | 49.6 | 48,841 | 49.1 | 23,849 | 45.5 | 25,355 | 46.2 | 27,215 | 46.1 | 30,093 | 46.6 | 30,655 | 46.8 | 32,299 | 46.7 |
| | Female | 45,274 | 50.2 | 46,883 | 50.4 | 50,701 | 50.9 | 28,601 | 54.5 | 29,546 | 53.8 | 31,798 | 53.9 | 34,478 | 53.4 | 34,825 | 53.2 | 36,840 | 53.3 |

Notes: ¹"N" is the number of students who took an end-of-course test in the indicated subject.

² "Percent At or Above Level III" is calculated based on actual N counts and is not the sum of each percent.

Due to rounding, gender categories in some subjects may not add to 100.0 percent.

When summed, gender N counts may not match the state N counts because gender was not coded on some student answer sheets.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 5b. 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level,
by Course and Gender
(Biology; Chemistry; Economic, Legal, and Political Systems;
English I; Physical Science; Physics; and U.S. History)

| Level | Gender | Biology | | Chemistry | | Economic, Legal, and Political Systems | | English I | | Physical Science | | Physics | | U.S. History | |
|---|--------|----------------|------|----------------|------|--|------|----------------|------|------------------|------|----------------|------|----------------|------|
| | | N ¹ | % | N ¹ | % | N ¹ | % | N ¹ | % | N ¹ | % | N ¹ | % | N ¹ | % |
| Achievement Level I | Male | 3,740 | 9.0 | 1,216 | 6.2 | 3,998 | 8.4 | 4,595 | 9.3 | 1,360 | 6.8 | 135 | 2.0 | 5,133 | 13.6 |
| | Female | 2,952 | 6.9 | 1,687 | 7.0 | 3,327 | 6.9 | 2,167 | 4.5 | 1,179 | 6.0 | 181 | 3.6 | 6,283 | 15.8 |
| Achievement Level II | Male | 8,799 | 21.2 | 3,848 | 19.5 | 9,948 | 21.0 | 12,781 | 25.9 | 5,869 | 29.3 | 656 | 10.0 | 12,083 | 31.9 |
| | Female | 10,399 | 24.3 | 6,113 | 25.5 | 11,920 | 24.6 | 10,127 | 21.0 | 6,917 | 35.1 | 827 | 16.7 | 15,196 | 38.3 |
| Achievement Level III | Male | 20,181 | 48.5 | 7,771 | 39.4 | 17,611 | 37.1 | 19,390 | 39.3 | 8,871 | 44.2 | 2,591 | 39.3 | 13,312 | 35.2 |
| | Female | 22,012 | 51.5 | 10,094 | 42.0 | 19,723 | 40.8 | 20,082 | 41.6 | 8,940 | 45.3 | 2,250 | 45.3 | 12,623 | 31.8 |
| Achievement Level IV | Male | 8,854 | 21.3 | 6,896 | 35.0 | 15,897 | 33.5 | 12,574 | 25.5 | 3,962 | 19.7 | 3,204 | 48.6 | 7,319 | 19.3 |
| | Female | 7,365 | 17.2 | 6,112 | 25.5 | 13,392 | 27.7 | 15,944 | 33.0 | 2,685 | 13.6 | 1,707 | 34.4 | 5,577 | 14.1 |
| Percent At or Above Level III ² | Male | 29,035 | 69.8 | 14,667 | 74.3 | 33,508 | 70.6 | 31,964 | 64.8 | 12,833 | 64.0 | 5,795 | 88.0 | 20,631 | 54.5 |
| | Female | 29,377 | 68.8 | 16,206 | 67.5 | 33,115 | 68.5 | 36,026 | 74.6 | 11,625 | 58.9 | 3,957 | 79.7 | 18,200 | 45.9 |
| State Results | Male | 41,574 | 49.3 | 19,731 | 45.1 | 47,454 | 49.5 | 49,340 | 50.5 | 20,062 | 50.4 | 6,586 | 57.0 | 37,847 | 48.8 |
| | Female | 42,728 | 50.7 | 24,006 | 54.9 | 48,362 | 50.5 | 48,320 | 49.5 | 19,721 | 49.6 | 4,965 | 43.0 | 39,679 | 51.2 |

Notes: ¹"N" is the number of students who took an end-of-course test in the indicated subject.

² "Percent At or Above Level III" is calculated based on actual N counts and is not the sum of each percent.

Due to rounding, gender categories in some subjects may not add to 100.0 percent.

When summed, gender N counts may not match the state N counts because gender was not coded on some student answer sheets.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 6. 2001-02 End-of-Course Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students
by Course

| <u>Course</u> | <u>Category</u> | <u>Number Tested¹</u> | <u>Percent²</u> | <u>At or Above Level III</u> | <u>Mean Scale Score</u> |
|---------------|---------------------------------------|----------------------------------|----------------------------|------------------------------|-------------------------|
| Algebra I | All Students | 99,542 | 100.0 | 78.9 | 62.5 |
| | Not Exceptional | 76,319 | 76.7 | 77.7 | 61.1 |
| | Academically Gifted | 15,143 | 15.2 | 99.0 | 73.3 |
| | AG Reading | 11,648 | 11.7 | 99.2 | 73.7 |
| | AG Mathematics | 12,114 | 12.2 | 99.3 | 73.8 |
| | Students with IEPs | 7,338 | 7.4 | 51.5 | 55.4 |
| | All Students with Disabilities | 8,115 | 8.2 | 53.2 | 55.8 |
| | Behaviorally Emotionally Disabled | 469 | 0.5 | 39.0 | 53.1 |
| | Hearing Impaired | 104 | 0.1 | 51.0 | 56.1 |
| | Educable Mentally Disabled | 549 | 0.6 | 14.4 | 48.2 |
| | Specific Learning Disabled | 5,058 | 5.1 | 55.3 | 56.0 |
| | LD Reading | 2,720 | 2.7 | 53.4 | 55.6 |
| | LD Math | 2,007 | 2.0 | 43.2 | 53.6 |
| | LD Written Expression | 3,544 | 3.6 | 55.8 | 56.3 |
| | LD Other | 163 | 0.2 | 58.9 | 56.7 |
| | Speech-Language Impaired | 76 | 0.1 | 56.6 | 57.3 |
| | Visually Impaired | 32 | 0.0 | 78.1 | 60.1 |
| | Other Health Impaired | 948 | 1.0 | 55.8 | 56.4 |
| | Orthopedically Impaired | 36 | 0.0 | 63.9 | 58.2 |
| | Traumatic Brain Injured | 21 | 0.0 | * | * |
| | Autistic | 40 | 0.0 | 87.5 | 62.5 |
| | Severely/Profoundly Mentally Disabled | 1 | 0.0 | * | * |
| | Multihandicapped | 4 | 0.0 | * | * |
| | Deaf-Blind | 0 | 0.0 | * | * |
| | Trainable Mentally Disabled | 0 | 0.0 | * | * |
| | Section 504 | 777 | 0.8 | 69.0 | 59.6 |
| | Not Coded | 24 | 0.0 | * | * |
| | Limited English Proficient | 872 | 0.9 | 64.4 | 58.3 |
| | Not Served by Title I | 96,332 | 96.8 | 79.1 | 62.5 |
| | Schoolwide Title I Program | 2,618 | 2.6 | 75.1 | 62.2 |
| | Targeted Assistance | 470 | 0.5 | 69.1 | 59.9 |
| | Migrant | 127 | 0.1 | 79.5 | 60.9 |
| Algebra II | All Students | 59,013 | 100.0 | 76.9 | 65.2 |
| | Not Exceptional | 47,314 | 80.2 | 73.2 | 63.5 |
| | Academically Gifted | 9,948 | 16.9 | 96.4 | 73.9 |
| | AG Reading | 5,313 | 9.0 | 96.4 | 74.0 |
| | AG Mathematics | 6,213 | 10.5 | 97.1 | 74.4 |
| | Students with IEPs | 1,392 | 2.4 | 64.8 | 61.1 |
| | All Students with Disabilities | 1,772 | 3.0 | 66.6 | 61.6 |
| | Behaviorally Emotionally Disabled | 30 | 0.1 | 46.7 | 57.4 |
| | Hearing Impaired | 41 | 0.1 | 65.9 | 61.1 |
| | Educable Mentally Disabled | 4 | 0.0 | * | * |
| | Specific Learning Disabled | 1,015 | 1.7 | 65.7 | 61.0 |
| | LD Reading | 489 | 0.8 | 66.7 | 61.2 |
| | LD Math | 288 | 0.5 | 56.3 | 59.1 |
| | LD Written Expression | 697 | 1.2 | 65.3 | 60.9 |
| | LD Other | 59 | 0.1 | 61.0 | 61.0 |
| | Speech-Language Impaired | 17 | 0.0 | * | * |
| | Visually Impaired | 25 | 0.0 | * | * |
| | Other Health Impaired | 227 | 0.4 | 63.4 | 61.5 |
| | Orthopedically Impaired | 18 | 0.0 | * | * |
| | Traumatic Brain Injured | 3 | 0.0 | * | * |
| | Autistic | 11 | 0.0 | * | * |
| | Severely/Profoundly Mentally Disabled | 0 | 0.0 | * | * |
| | Multihandicapped | 1 | 0.0 | * | * |
| | Deaf-Blind | 0 | 0.0 | * | * |
| | Trainable Mentally Disabled | 0 | 0.0 | * | * |
| | Section 504 | 380 | 0.6 | 73.4 | 63.7 |
| | Not Coded | 7 | 0.0 | * | * |
| | Limited English Proficient | 249 | 0.4 | 73.5 | 64.3 |
| | Not Served by Title I | 58,266 | 98.7 | 77.2 | 65.3 |
| | Schoolwide Title I Program | 469 | 0.8 | 46.9 | 57.1 |
| | Targeted Assistance | 251 | 0.4 | 56.6 | 58.8 |
| | Migrant | 26 | 0.0 | * | * |

Notes: ¹"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

²"Percent" is based on the number tested in the "All Students" category.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academically Gifted," and "All Students with Disabilities" categories do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets. The "All Students" and "Not Exceptional" categories are included for comparison purposes.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 6. 2001-02 End-of-Course Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students
by Course (continued)

| Course | Category | Number | Percent ² | Percent | Mean |
|-----------|---------------------------------------|---------------------|----------------------|--------------------------|----------------|
| | | Tested ¹ | | At or Above Level III | Scale Score |
| Biology | All Students | 84,302 | 100.0 | 69.3 | 57.9 |
| | Not Exceptional | 67,010 | 79.5 | 68.1 | 57.3 |
| | Academically Gifted | 10,227 | 12.1 | 98.1 | 65.7 |
| | AG Reading | 6,276 | 7.4 | 98.6 | 66.1 |
| | AG Mathematics | 6,321 | 7.5 | 98.6 | 66.1 |
| | Students with IEPs | 6,391 | 7.6 | 37.0 | 51.8 |
| | All Students with Disabilities | 7,094 | 8.4 | 38.8 | 52.2 |
| | Behaviorally Emotionally Disabled | 475 | 0.6 | 27.2 | 49.3 |
| | Hearing Impaired | 101 | 0.1 | 32.7 | 52.9 |
| | Educable Mentally Disabled | 567 | 0.7 | 7.4 | 45.7 |
| | Specific Learning Disabled | 4,256 | 5.0 | 40.2 | 52.5 |
| | LD Reading | 2,540 | 3.0 | 35.6 | 51.6 |
| | LD Math | 1,588 | 1.9 | 33.7 | 51.3 |
| | LD Written Expression | 3,098 | 3.7 | 40.7 | 52.5 |
| | LD Other | 215 | 0.3 | 42.8 | 53.3 |
| | Speech-Language Impaired | 68 | 0.1 | 44.1 | 53.0 |
| | Visually Impaired | 30 | 0.0 | 66.7 | 56.2 |
| | Other Health Impaired | 784 | 0.9 | 43.4 | 53.2 |
| | Orthopedically Impaired | 36 | 0.0 | 55.6 | 55.6 |
| | Traumatic Brain Injured | 28 | 0.0 | ** | ** |
| | Autistic | 38 | 0.0 | 44.7 | 53.5 |
| | Severely/Profoundly Mentally Disabled | 1 | 0.0 | * | * |
| | Multihandicapped | 4 | 0.0 | * | * |
| | Deaf-Blind | 1 | 0.0 | * | * |
| | Trainable Mentally Disabled | 2 | 0.0 | * | * |
| | Section 504 | 703 | 0.8 | 55.2 | 55.5 |
| | Not Coded | 5 | 0.0 | * | * |
| | Limited English Proficient | 671 | 0.8 | 32.9 | 51.5 |
| | Not Served by Title I | 83,034 | 98.5 | 69.7 | 58.0 |
| | Schoolwide Title I Program | 783 | 0.9 | 41.3 | 52.5 |
| | Targeted Assistance | 379 | 0.4 | 39.3 | 51.7 |
| | Migrant | 108 | 0.1 | 52.8 | 54.9 |
| Chemistry | All Students | 43,737 | 100.0 | 70.6 | 60.0 |
| | Not Exceptional | 34,214 | 78.2 | 65.5 | 58.6 |
| | Academically Gifted | 8,399 | 19.2 | 92.5 | 65.8 |
| | AG Reading | 4,938 | 11.3 | 93.1 | 66.0 |
| | AG Math | 5,062 | 11.6 | 93.7 | 66.3 |
| | Students with IEPs | 839 | 1.9 | 60.9 | 57.9 |
| | All Students with Disabilities | 1,153 | 2.6 | 63.1 | 58.6 |
| | Behaviorally Emotionally Disabled | 17 | 0.0 | * | * |
| | Hearing Impaired | 22 | 0.1 | * | * |
| | Educable Mentally Disabled | 2 | 0.0 | * | * |
| | Specific Learning Disabled | 631 | 1.4 | 59.3 | 57.5 |
| | LD Reading | 305 | 0.7 | 57.7 | 56.8 |
| | LD Math | 154 | 0.4 | 54.5 | 56.6 |
| | LD Written Expression | 423 | 1.0 | 60.8 | 58.0 |
| | LD Other | 47 | 0.1 | 48.9 | 55.8 |
| | Speech-Language Impaired | 9 | 0.0 | * | * |
| | Visually Impaired | 12 | 0.0 | * | * |
| | Other Health Impaired | 127 | 0.3 | 66.1 | 58.8 |
| | Orthopedically Impaired | 8 | 0.0 | * | * |
| | Traumatic Brain Injured | 2 | 0.0 | * | * |
| | Autistic | 7 | 0.0 | * | * |
| | Severely/Profoundly Mentally Disabled | 0 | 0.0 | * | * |
| | Multihandicapped | 1 | 0.0 | * | * |
| | Deaf-Blind | 1 | 0.0 | * | * |
| | Trainable Mentally Disabled | 0 | 0.0 | * | * |
| | Section 504 | 314 | 0.7 | 69.1 | 60.3 |
| | Not Coded | 0 | 0.0 | * | * |
| | Limited English Proficient | 147 | 0.3 | 61.2 | 58.1 |
| | Not Served by Title I | 43,188 | 98.7 | 71.1 | 60.1 |
| | Schoolwide Title I Program | 356 | 0.8 | 37.1 | 53.6 |
| | Targeted Assistance | 185 | 0.4 | 25.4 | 51.0 |
| | Migrant | 10 | 0.0 | * | * |

Notes: ¹"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

²"Percent" is based on the number tested in the "All Students" category.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academically Gifted," and "All Students with Disabilities" categories do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets. The "All Students" and "Not Exceptional" categories are included for comparison purposes.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 6. 2001-02 End-of-Course Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students
by Course (continued)

| <u>Course</u> | <u>Category</u> | <u>Number</u> | <u>Percent</u> ² | <u>Percent</u> | <u>Mean</u> |
|---|---------------------------------------|----------------------------|-----------------------------|--|------------------------------|
| | | <u>Tested</u> ¹ | | <u>At or Above</u> <u>Level III</u> | <u>Scale</u> <u>Score</u> |
| Economic, Legal, & Political Systems | All Students | 95,817 | 100.0 | 69.5 | 55.6 |
| | Not Exceptional | 77,213 | 80.6 | 69.0 | 55.2 |
| | Academically Gifted | 10,186 | 10.6 | 98.4 | 64.3 |
| | AG Reading | 6,303 | 6.6 | 98.7 | 64.6 |
| | AG Mathematics | 5,673 | 5.9 | 98.7 | 64.6 |
| | Students with IEPs | 7,741 | 8.1 | 38.6 | 48.7 |
| | All Students with Disabilities | 8,434 | 8.8 | 39.9 | 49.0 |
| | Behaviorally Emotionally Disabled | 623 | 0.7 | 29.4 | 46.0 |
| | Hearing Impaired | 101 | 0.1 | 41.6 | 50.2 |
| | Educable Mentally Disabled | 618 | 0.6 | 7.8 | 41.7 |
| | Specific Learning Disabled | 5,197 | 5.4 | 42.0 | 49.5 |
| | LD Reading | 3,176 | 3.3 | 37.8 | 48.6 |
| | LD Math | 1,790 | 1.9 | 34.7 | 47.9 |
| | LD Written Expression | 3,711 | 3.9 | 43.0 | 49.7 |
| | LD Other | 185 | 0.2 | 42.2 | 49.4 |
| | Speech-Language Impaired | 79 | 0.1 | 41.8 | 49.2 |
| | Visually Impaired | 34 | 0.0 | 64.7 | 55.4 |
| | Other Health Impaired | 975 | 1.0 | 42.4 | 49.9 |
| | Orthopedically Impaired | 41 | 0.0 | 56.1 | 53.1 |
| | Traumatic Brain Injured | 24 | 0.0 | * | * |
| | Autistic | 45 | 0.0 | 68.9 | 55.1 |
| | Severely/Profoundly Mentally Disabled | 0 | 0.0 | * | * |
| | Multihandicapped | 3 | 0.0 | * | * |
| | Deaf-Blind | 0 | 0.0 | * | * |
| | Trainable Mentally Disabled | 1 | 0.0 | * | * |
| | Section 504 | 693 | 0.7 | 54.1 | 52.6 |
| | Not Coded | 20 | 0.0 | * | * |
| | Limited English Proficient | 856 | 0.9 | 33.4 | 47.9 |
| | Not Served by Title I | 93,989 | 98.1 | 70.0 | 55.7 |
| | Schoolwide Title I Program | 1,130 | 1.2 | 43.9 | 50.0 |
| | Targeted Assistance | 602 | 0.6 | 46.5 | 50.7 |
| | Migrant | 97 | 0.1 | 48.5 | 51.8 |
| English I | All Students | 97,662 | 100.0 | 69.6 | 55.7 |
| | Not Exceptional | 75,936 | 77.8 | 70.7 | 55.4 |
| | Academically Gifted | 11,307 | 11.6 | 99.3 | 65.2 |
| | AG Reading | 7,095 | 7.3 | 99.4 | 65.5 |
| | AG Mathematics | 5,761 | 5.9 | 99.4 | 65.4 |
| | Students with IEPs | 9,630 | 9.9 | 27.8 | 47.0 |
| | All Students with Disabilities | 10,446 | 10.7 | 29.9 | 47.5 |
| | Behaviorally Emotionally Disabled | 917 | 0.9 | 23.1 | 45.6 |
| | Hearing Impaired | 100 | 0.1 | 39.0 | 50.0 |
| | Educable Mentally Disabled | 706 | 0.7 | 4.2 | 41.8 |
| | Specific Learning Disabled | 6,380 | 6.5 | 28.5 | 47.3 |
| | LD Reading | 4,073 | 4.2 | 22.5 | 46.0 |
| | LD Math | 2,128 | 2.2 | 23.0 | 46.0 |
| | LD Written Expression | 4,914 | 5.0 | 28.6 | 47.2 |
| | LD Other | 264 | 0.3 | 36.4 | 48.3 |
| | Speech-Language Impaired | 127 | 0.1 | 30.7 | 48.7 |
| | Visually Impaired | 43 | 0.0 | 44.2 | 50.2 |
| | Other Health Impaired | 1,251 | 1.3 | 36.6 | 48.9 |
| | Orthopedically Impaired | 36 | 0.0 | 58.3 | 53.2 |
| | Traumatic Brain Injured | 29 | 0.0 | * | * |
| | Autistic | 36 | 0.0 | 75.0 | 55.6 |
| | Severely/Profoundly Mentally Disabled | 0 | 0.0 | * | * |
| | Multihandicapped | 4 | 0.0 | * | * |
| | Deaf-Blind | 1 | 0.0 | * | * |
| | Trainable Mentally Disabled | 0 | 0.0 | * | * |
| | Section 504 | 816 | 0.8 | 54.8 | 52.8 |
| | Not Coded | 11 | 0.0 | * | * |
| | Limited English Proficient | 999 | 1.0 | 26.8 | 47.4 |
| | Not Served by Title I | 95,882 | 98.2 | 70.2 | 55.8 |
| | Schoolwide Title I Program | 1,181 | 1.2 | 37.2 | 49.0 |
| | Targeted Assistance | 465 | 0.5 | 43.4 | 49.9 |
| | Migrant | 140 | 0.1 | 34.3 | 48.6 |

Notes: ¹"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

²"Percent" is based on the number tested in the "All Students" category.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academically Gifted," and "All Students with Disabilities" categories do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets. The "All Students" and "Not Exceptional" categories are included for comparison purposes.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 6. 2001-02 End-of-Course Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students
by Course (continued)

| <u>Course</u> | <u>Category</u> | <u>Number</u> | | <u>Percent</u> ² | <u>Percent</u> <u>At or Above</u> <u>Level III</u> | <u>Mean</u> <u>Scale</u> <u>Score</u> |
|------------------|---------------------------------------|----------------------------|-------|-----------------------------|--|---|
| | | <u>Tested</u> ¹ | | | | |
| Geometry | All Students | 69,139 | 100.0 | | 66.3 | 60.5 |
| | Not Exceptional | 55,529 | 80.3 | | 61.3 | 58.9 |
| | Academically Gifted | 10,837 | 15.7 | | 96.9 | 69.7 |
| | AG Reading | 6,369 | 9.2 | | 97.3 | 69.9 |
| | AG Mathematics | 7,285 | 10.5 | | 97.8 | 70.3 |
| | Students with IEPs | 2,306 | 3.3 | | 47.7 | 56.0 |
| | All Students with Disabilities | 2,782 | 4.0 | | 49.7 | 56.4 |
| | Behaviorally Emotionally Disabled | 105 | 0.2 | | 35.2 | 53.0 |
| | Hearing Impaired | 54 | 0.1 | | 48.1 | 57.3 |
| | Educable Mentally Disabled | 50 | 0.1 | | 10.0 | 46.7 |
| | Specific Learning Disabled | 1,703 | 2.5 | | 48.0 | 56.0 |
| | LD Reading | 843 | 1.2 | | 48.4 | 55.9 |
| | LD Math | 534 | 0.8 | | 35.4 | 53.4 |
| | LD Written Expression | 1,188 | 1.7 | | 48.7 | 56.4 |
| | LD Other | 83 | 0.1 | | 42.2 | 55.4 |
| | Speech-Language Impaired | 36 | 0.1 | | 61.1 | 58.8 |
| | Visually Impaired | 22 | 0.0 | | * | * |
| | Other Health Impaired | 294 | 0.4 | | 53.1 | 57.4 |
| | Orthopedically Impaired | 11 | 0.0 | | * | * |
| | Traumatic Brain Injured | 10 | 0.0 | | * | * |
| | Autistic | 18 | 0.0 | | * | * |
| | Severely/Profoundly Mentally Disabled | 0 | 0.0 | | * | * |
| | Multihandicapped | 1 | 0.0 | | * | * |
| | Deaf-Blind | 2 | 0.0 | | * | * |
| | Trainable Mentally Disabled | 0 | 0.0 | | * | * |
| | Section 504 | 476 | 0.7 | | 59.5 | 58.6 |
| | Not Coded | 30 | 0.0 | | 43.3 | 55.3 |
| | Limited English Proficient | 385 | 0.6 | | 47.3 | 56.6 |
| | Not Served by Title I | 68,131 | 98.5 | | 66.8 | 60.6 |
| | Schoolwide Title I Program | 672 | 1.0 | | 31.3 | 53.4 |
| | Targeted Assistance | 291 | 0.4 | | 32.3 | 53.2 |
| | Migrant | 45 | 0.1 | | 57.8 | 58.2 |
| Physical Science | All Students | 39,783 | 100.0 | | 61.5 | 55.8 |
| | Not Exceptional | 32,456 | 81.6 | | 61.1 | 55.5 |
| | Academically Gifted | 3,298 | 8.3 | | 97.4 | 65.4 |
| | AG Reading | 2,007 | 5.0 | | 98.0 | 65.6 |
| | AG Mathematics | 1,904 | 4.8 | | 98.1 | 66.0 |
| | Students with IEPs | 3,689 | 9.3 | | 33.6 | 50.5 |
| | All Students with Disabilities | 4,036 | 10.1 | | 35.3 | 50.8 |
| | Behaviorally Emotionally Disabled | 290 | 0.7 | | 19.0 | 47.3 |
| | Hearing Impaired | 53 | 0.1 | | 35.8 | 50.6 |
| | Educable Mentally Disabled | 343 | 0.9 | | 3.8 | 44.9 |
| | Specific Learning Disabled | 2,375 | 6.0 | | 38.1 | 51.4 |
| | LD Reading | 1,358 | 3.4 | | 34.3 | 50.7 |
| | LD Math | 811 | 2.0 | | 31.2 | 50.0 |
| | LD Written Expression | 1,720 | 4.3 | | 39.7 | 51.5 |
| | LD Other | 113 | 0.3 | | 28.3 | 50.2 |
| | Speech-Language Impaired | 37 | 0.1 | | 35.1 | 51.3 |
| | Visually Impaired | 17 | 0.0 | | * | * |
| | Other Health Impaired | 516 | 1.3 | | 39.1 | 51.4 |
| | Orthopedically Impaired | 20 | 0.1 | | * | * |
| | Traumatic Brain Injured | 19 | 0.0 | | * | * |
| | Autistic | 17 | 0.0 | | * | * |
| | Severely/Profoundly Mentally Disabled | 0 | 0.0 | | * | * |
| | Multihandicapped | 2 | 0.0 | | * | * |
| | Deaf-Blind | 0 | 0.0 | | * | * |
| | Trainable Mentally Disabled | 0 | 0.0 | | * | * |
| | Section 504 | 347 | 0.9 | | 54.2 | 54.5 |
| | Not Coded | 2 | 0.0 | | * | * |
| | Limited English Proficient | 408 | 1.0 | | 31.9 | 50.1 |
| | Not Served by Title I | 38,463 | 96.7 | | 62.2 | 56.0 |
| | Schoolwide Title I Program | 880 | 2.2 | | 44.2 | 52.1 |
| | Targeted Assistance | 392 | 1.0 | | 27.0 | 48.7 |
| | Migrant | 50 | 0.1 | | 54.0 | 54.2 |

Notes: ¹"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

²"Percent" is based on the number tested in the "All Students" category.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academically Gifted," and "All Students with Disabilities" categories do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets. The "All Students" and "Not Exceptional" categories are included for comparison purposes.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 6. 2001-02 End-of-Course Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students
by Course (continued)

| <u>Course</u> | <u>Category</u> | <u>Number Tested¹</u> | <u>Percent²</u> | <u>Percent At or Above Level III</u> | <u>Mean Scale Score</u> |
|---------------|---------------------------------------|--------------------------------------|----------------------------|--|---------------------------------|
| Physics | All Students | 11,551 | 100.0 | 84.4 | 60.7 |
| | Not Exceptional | 8,081 | 70.0 | 80.7 | 59.2 |
| | Academically Gifted | 3,284 | 28.4 | 93.8 | 64.6 |
| | AG Reading | 1,836 | 15.9 | 93.8 | 64.8 |
| | AG Mathematics | 1,916 | 16.6 | 94.6 | 65.0 |
| | Students with IEPs | 154 | 1.3 | 79.2 | 58.9 |
| | All Students with Disabilities | 200 | 1.7 | 81.5 | 60.0 |
| | Behaviorally Emotionally Disabled | 2 | 0.0 | * | * |
| | Hearing Impaired | 3 | 0.0 | * | * |
| | Educable Mentally Disabled | 3 | 0.0 | * | * |
| | Specific Learning Disabled | 100 | 0.9 | 80.0 | 58.8 |
| | LD Reading | 45 | 0.4 | 77.8 | 58.0 |
| | LD Math | 22 | 0.2 | * | * |
| | LD Written Expression | 62 | 0.5 | 82.3 | 59.5 |
| | LD Other | 12 | 0.1 | * | * |
| | Speech-Language Impaired | 3 | 0.0 | * | * |
| | Visually Impaired | 8 | 0.1 | * | * |
| | Other Health Impaired | 30 | 0.3 | 80.0 | 59.1 |
| | Orthopedically Impaired | 0 | 0.0 | * | * |
| | Traumatic Brain Injured | 1 | 0.0 | * | * |
| | Autistic | 3 | 0.0 | * | * |
| | Severely/Profoundly Mentally Disabled | 1 | 0.0 | * | * |
| | Multihandicapped | 0 | 0.0 | * | * |
| | Deaf-Blind | 0 | 0.0 | * | * |
| | Trainable Mentally Disabled | 0 | 0.0 | * | * |
| | Section 504 | 46 | 0.4 | 89.1 | 63.7 |
| | Not Coded | 1 | 0.0 | * | * |
| | Limited English Proficient | 36 | 0.3 | 80.6 | 60.7 |
| | Not Served by Title I | 11,464 | 99.2 | 84.7 | 60.8 |
| | Schoolwide Title I Program | 68 | 0.6 | 44.1 | 51.1 |
| | Targeted Assistance | 16 | 0.1 | * | * |
| | Migrant | 2 | 0.0 | * | * |
| U. S. History | All Students | 77,527 | 100.0 | 50.1 | 56.4 |
| | Not Exceptional | 63,147 | 81.5 | 46.8 | 55.8 |
| | Academically Gifted | 8,687 | 11.2 | 90.5 | 64.6 |
| | AG Reading | 5,124 | 6.6 | 91.4 | 64.9 |
| | AG Mathematics | 4,286 | 5.5 | 90.8 | 64.7 |
| | Students with IEPs | 5,146 | 6.6 | 24.5 | 50.3 |
| | All Students with Disabilities | 5,713 | 7.4 | 25.9 | 50.7 |
| | Behaviorally Emotionally Disabled | 314 | 0.4 | 15.0 | 47.7 |
| | Hearing Impaired | 75 | 0.1 | 34.7 | 51.7 |
| | Educable Mentally Disabled | 518 | 0.7 | 3.3 | 43.4 |
| | Specific Learning Disabled | 3,479 | 4.5 | 26.5 | 51.0 |
| | LD Reading | 2,069 | 2.7 | 21.3 | 49.8 |
| | LD Math | 1,235 | 1.6 | 23.7 | 50.0 |
| | LD Written Expression | 2,504 | 3.2 | 26.7 | 50.9 |
| | LD Other | 142 | 0.2 | 40.1 | 53.8 |
| | Speech-Language Impaired | 39 | 0.1 | 38.5 | 53.6 |
| | Visually Impaired | 31 | 0.0 | 48.4 | 56.7 |
| | Other Health Impaired | 606 | 0.8 | 31.2 | 52.3 |
| | Orthopedically Impaired | 28 | 0.0 | * | * |
| | Traumatic Brain Injured | 19 | 0.0 | * | * |
| | Autistic | 28 | 0.0 | * | * |
| | Severely/Profoundly Mentally Disabled | 1 | 0.0 | * | * |
| | Multihandicapped | 7 | 0.0 | * | * |
| | Deaf-Blind | 1 | 0.0 | * | * |
| | Trainable Mentally Disabled | 0 | 0.0 | * | * |
| | Section 504 | 567 | 0.7 | 38.4 | 53.7 |
| | Not Coded | 22 | 0.0 | * | * |
| | Limited English Proficient | 483 | 0.6 | 18.8 | 49.8 |
| | Not Served by Title I | 76,196 | 98.3 | 50.5 | 56.5 |
| | Schoolwide Title I Program | 868 | 1.1 | 24.9 | 51.1 |
| | Targeted Assistance | 366 | 0.5 | 19.9 | 50.4 |
| | Migrant | 72 | 0.1 | 34.7 | 53.3 |

Notes: ¹"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

²"Percent" is based on the number tested in the "All Students" category.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academically Gifted," and "All Students with Disabilities" categories do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets. The "All Students" and "Not Exceptional" categories are included for comparison purposes.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 7. 2001-02 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accommodations,
by Course

| <u>Course</u> | <u>Category</u> | <u>Number Tested</u> ¹ | <u>Percent</u> ² | <u>Percent At or Above Level III</u> | <u>Mean Scale Score</u> |
|---------------|--|-----------------------------------|-----------------------------|--------------------------------------|-------------------------|
| Algebra I | All Students | 99,542 | 100.0 | 78.9 | 62.5 |
| | Braille Edition | 3 | 0.0 | * | * |
| | Large Print Edition | 28 | 0.0 | * | * |
| | Assistive Tech./Devices | 15 | 0.0 | * | * |
| | Braille Writer | 3 | 0.0 | * | * |
| | Cranmer Abacus | 0 | 0.0 | * | * |
| | Dictation to Scribe | 32 | 0.0 | 56.3 | 57.9 |
| | Interpreter/Transliterators Signs/Cues Test** | 19 | 0.0 | * | * |
| | Magnification Devices | 4 | 0.0 | * | * |
| | Student Marks Answers in Test Book | 808 | 0.8 | 59.3 | 57.3 |
| | Test Administrator Reads Test Aloud (in English)** | 1,950 | 2.0 | 43.2 | 53.5 |
| | Typewriter/Word Processor | 1 | 0.0 | * | * |
| | Hospital/Home Testing | 42 | 0.0 | 52.4 | 54.3 |
| | Multiple Testing Sessions | 426 | 0.4 | 41.5 | 53.8 |
| | Scheduled Extended Time | 4,646 | 4.7 | 52.4 | 55.8 |
| | Testing in a Separate Room | 3,325 | 3.3 | 45.0 | 54.1 |
| | English/Native Language Dictionary/Electronic Translator | 231 | 0.2 | 71.0 | 59.8 |
| | One Test Item per Page | 5 | 0.0 | * | * |
| | Unpublished Accommodation | 145 | 0.1 | 66.2 | 57.7 |
| Algebra II | All Students | 59,013 | 100.0 | 76.9 | 65.2 |
| | Braille Edition | 2 | 0.0 | * | * |
| | Large Print Edition | 20 | 0.0 | * | * |
| | Assistive Tech./Devices | 8 | 0.0 | * | * |
| | Braille Writer | 3 | 0.0 | * | * |
| | Cranmer Abacus | 0 | 0.0 | * | * |
| | Dictation to Scribe | 17 | 0.0 | * | * |
| | Interpreter/Transliterators Signs/Cues Test** | 11 | 0.0 | * | * |
| | Magnification Devices | 5 | 0.0 | * | * |
| | Student Marks Answers in Test Book | 124 | 0.2 | 77.4 | 63.8 |
| | Test Administrator Reads Test Aloud (in English)** | 130 | 0.2 | 63.8 | 59.4 |
| | Typewriter/Word Processor | 2 | 0.0 | * | * |
| | Hospital/Home Testing | 18 | 0.0 | * | * |
| | Multiple Testing Sessions | 52 | 0.1 | 63.5 | 60.9 |
| | Scheduled Extended Time | 763 | 1.3 | 66.4 | 61.5 |
| | Testing in a Separate Room | 396 | 0.7 | 59.6 | 59.6 |
| | English/Native Language Dictionary/Electronic Translator | 57 | 0.1 | 77.2 | 67.6 |
| | One Test Item per Page | 2 | 0.0 | * | * |
| | Unpublished Accommodation | 86 | 0.1 | 66.3 | 60.7 |

Notes: ¹"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

²"Percent" is calculated based on the "All Students" N count.

*No scores are reported for groups with fewer than thirty students.

**The "Interpreter/Transliterators Signs/Cues Test" and "Test Administrator Reads Test Aloud" accommodations are prohibited from use during the administration of state tests that measure reading skills.

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 7. 2001-02 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accommodations,
by Course (continued)

| <u>Course</u> | <u>Category</u> | <u>Number Tested¹</u> | <u>Percent²</u> | <u>Percent At or Above Level III</u> | <u>Mean Scale Score</u> |
|------------------|--|--------------------------------------|----------------------------|--|---------------------------------|
| Biology | All Students | 84,302 | 100.0 | 69.3 | 57.9 |
| | Braille Edition | 2 | 0.0 | * | * |
| | Large Print Edition | 19 | 0.0 | * | * |
| | Assistive Tech./Devices | 10 | 0.0 | * | * |
| | Braille Writer | 1 | 0.0 | * | * |
| | Cranmer Abacus | 0 | 0.0 | * | * |
| | Dictation to Scribe | 14 | 0.0 | * | * |
| | Interpreter/Transliterator Signs/Cues Test** | 14 | 0.0 | * | * |
| | Magnification Devices | 0 | 0.0 | * | * |
| | Student Marks Answers in Test Book | 683 | 0.8 | 39.4 | 52.5 |
| | Test Administrator Reads Test Aloud (in English)** | 2,260 | 2.7 | 24.3 | 49.8 |
| | Typewriter/Word Processor | 1 | 0.0 | * | * |
| | Hospital/Home Testing | 47 | 0.1 | 46.8 | 53.3 |
| | Multiple Testing Sessions | 280 | 0.3 | 36.4 | 52.1 |
| | Scheduled Extended Time | 3,427 | 4.1 | 33.6 | 51.2 |
| | Testing in a Separate Room | 2,861 | 3.4 | 29.6 | 50.5 |
| | English/Native Language Dictionary/Electronic Translator | 170 | 0.2 | 39.4 | 52.7 |
| | One Test Item Per Page | 1 | 0.0 | * | * |
| | Unpublished Accommodation | 64 | 0.1 | 45.3 | 52.5 |
| Chemistry | All Students | 43,737 | 100.0 | 70.6 | 60.0 |
| | Braille Edition | 2 | 0.0 | * | * |
| | Large Print Edition | 10 | 0.0 | * | * |
| | Assistive Tech./Devices | 6 | 0.0 | * | * |
| | Braille Writer | 1 | 0.0 | * | * |
| | Cranmer Abacus | 1 | 0.0 | * | * |
| | Dictation to Scribe | 8 | 0.0 | * | * |
| | Interpreter/Transliterator Signs/Cues Test** | 3 | 0.0 | * | * |
| | Magnification Devices | 2 | 0.0 | * | * |
| | Student Marks Answers in Test Book | 65 | 0.1 | 63.1 | 59.5 |
| | Test Administrator Reads Test Aloud (in English)** | 67 | 0.2 | 37.3 | 53.4 |
| | Typewriter/Word Processor | 1 | 0.0 | * | * |
| | Hospital/Home Testing | 8 | 0.0 | * | * |
| | Multiple Testing Sessions | 26 | 0.1 | * | * |
| | Scheduled Extended Time | 448 | 1.0 | 63.6 | 59.0 |
| | Testing in a Separate Room | 218 | 0.5 | 52.8 | 56.6 |
| | English/Native Language Dictionary/Electronic Translator | 24 | 0.1 | * | * |
| | One Test Item Per Page | 0 | 0.0 | * | * |
| | Unpublished Accommodation | 51 | 0.1 | 78.4 | 60.6 |

Notes: ¹"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

²"Percent" is calculated based on the "All Students" N count.

*No scores are reported for groups with fewer than thirty students.

**The "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud" accommodations are prohibited from use during the administration of state tests that measure reading skills.

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 7. 2001-02 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accommodations,
by Course (continued)**

| <u>Course</u> | <u>Category</u> | <u>Number Tested¹</u> | <u>Percent²</u> | <u>Percent At or Above Level III</u> | <u>Mean Scale Score</u> |
|---|--|--------------------------------------|----------------------------|--|---------------------------------|
| Economic, Legal, & Political Systems | All Students | 95,817 | 100.0 | 69.5 | 55.6 |
| | Braille Edition | 1 | 0.0 | * | * |
| | Large Print Edition | 21 | 0.0 | * | * |
| | Assistive Tech./Devices | 8 | 0.0 | * | * |
| | Braille Writer | 0 | 0.0 | * | * |
| | Cranmer Abacus | 0 | 0.0 | * | * |
| | Dictation to Scribe | 26 | 0.0 | * | * |
| | Interpreter/Transliterator Signs/Cues Test** | 14 | 0.0 | * | * |
| | Magnification Devices | 2 | 0.0 | * | * |
| | Student Marks Answers in Test Book | 879 | 0.9 | 44.7 | 50.2 |
| | Test Administrator Reads Test Aloud (in English)** | 2,810 | 2.9 | 28.9 | 47.2 |
| | Typewriter/Word Processor | 1 | 0.0 | * | * |
| | Hospital/Home Testing | 50 | 0.1 | 44.0 | 50.6 |
| | Multiple Testing Sessions | 359 | 0.4 | 33.7 | 47.7 |
| | Scheduled Extended Time | 4,497 | 4.7 | 35.4 | 48.1 |
| | Testing in a Separate Room | 3,777 | 3.9 | 31.7 | 47.4 |
| | English/Native Language Dictionary/Electronic Translator | 301 | 0.3 | 35.9 | 48.2 |
| | One Test Item Per Page | 6 | 0.0 | * | * |
| | Unpublished Accommodation | 186 | 0.2 | 59.7 | 53.6 |
| English I | All Students | 97,662 | 100.0 | 69.6 | 55.7 |
| | Braille Edition | 0 | 0.0 | * | * |
| | Large Print Edition | 29 | 0.0 | * | * |
| | Assistive Tech./Devices | 12 | 0.0 | * | * |
| | Braille Writer | 0 | 0.0 | * | * |
| | Cranmer Abacus | 0 | 0.0 | * | * |
| | Dictation to Scribe | 23 | 0.0 | * | * |
| | Interpreter/Transliterator Signs/Cues Test** | 18 | 0.0 | * | * |
| | Magnification Devices | 5 | 0.0 | * | * |
| | Student Marks Answers in Test Book | 1,253 | 1.3 | 30.2 | 47.9 |
| | Test Administrator Reads Test Aloud (in English)** | 17 | 0.0 | * | * |
| | Typewriter/Word Processor | 2 | 0.0 | * | * |
| | Hospital/Home Testing | 53 | 0.1 | 47.2 | 51.1 |
| | Multiple Testing Sessions | 524 | 0.5 | 17.2 | 45.2 |
| | Scheduled Extended Time | 5,470 | 5.6 | 24.1 | 46.3 |
| | Testing in a Separate Room | 4,369 | 4.5 | 20.6 | 45.7 |
| | English/Native Language Dictionary/Electronic Translator | 420 | 0.4 | 24.3 | 46.8 |
| | One Test Item Per Page | 2 | 0.0 | * | * |
| | Unpublished Accommodation | 199 | 0.2 | 57.8 | 52.6 |

Notes: ¹"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

²"Percent" is calculated based on the "All Students" N count.

*No scores are reported for groups with fewer than thirty students.

**The "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud" accommodations are prohibited from use during the administration of state tests that measure reading skills.

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 7. 2001-02 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accommodations,
by Course (continued)

| <u>Course</u> | <u>Category</u> | <u>Number Tested</u> ¹ | <u>Percent</u> ² | <u>Percent At or Above Level III</u> | <u>Mean Scale Score</u> |
|------------------|--|-----------------------------------|-----------------------------|--------------------------------------|-------------------------|
| Geometry | All Students | 69,139 | 100.0 | 66.3 | 60.5 |
| | Braille Edition | 2 | 0.0 | * | * |
| | Large Print Edition | 15 | 0.0 | * | * |
| | Assistive Tech./Devices | 4 | 0.0 | * | * |
| | Braille Writer | 1 | 0.0 | * | * |
| | Cranmer Abacus | 0 | 0.0 | * | * |
| | Dictation to Scribe | 12 | 0.0 | * | * |
| | Interpreter/Transliterator Signs/Cues Test** | 11 | 0.0 | * | * |
| | Magnification Devices | 4 | 0.0 | * | * |
| | Student Marks Answers in Test Book | 161 | 0.2 | 62.1 | 58.7 |
| | Test Administrator Reads Test Aloud (in English)** | 285 | 0.4 | 39.3 | 54.5 |
| | Typewriter/Word Processor | 0 | 0.0 | * | * |
| | Hospital/Home Testing | 19 | 0.0 | * | * |
| | Multiple Testing Sessions | 79 | 0.1 | 34.2 | 53.9 |
| | Scheduled Extended Time | 1,244 | 1.8 | 47.1 | 56.1 |
| | Testing in a Separate Room | 753 | 1.1 | 39.6 | 54.4 |
| | English/Native Language Dictionary/Electronic Translator | 99 | 0.1 | 54.5 | 60.3 |
| | One Test Item Per Page | 1 | 0.0 | * | * |
| | Unpublished Accommodation | 30 | 0.0 | 53.3 | 57.9 |
| Physical Science | All Students | 39,783 | 100.0 | 61.5 | 55.8 |
| | Braille Edition | 0 | 0.0 | * | * |
| | Large Print | 16 | 0.0 | * | * |
| | Assistive Technology | 8 | 0.0 | * | * |
| | Braille Writer | 0 | 0.0 | * | * |
| | Cranmer Abacus | 1 | 0.0 | * | * |
| | Dictation to Scribe | 10 | 0.0 | * | * |
| | Interpreter/Transliterator Signs/Cues Test** | 5 | 0.0 | * | * |
| | Magnification Devices | 2 | 0.0 | * | * |
| | Student Marks Answers in Test Book | 477 | 1.2 | 32.7 | 50.9 |
| | Test Administrator Reads Test Aloud (in English)** | 1,298 | 3.3 | 23.9 | 48.8 |
| | Typewriter/Word Processor | 1 | 0.0 | * | * |
| | Hospital/Home Testing | 28 | 0.1 | * | * |
| | Multiple Testing Sessions | 164 | 0.4 | 29.9 | 49.8 |
| | Scheduled Extended Time | 2,118 | 5.3 | 29.9 | 49.9 |
| | Testing in a Separate Room | 1,805 | 4.5 | 27.9 | 49.5 |
| | English/Native Language Dictionary/Electronic Translator | 110 | 0.3 | 37.3 | 51.5 |
| | One Test Item Per Page | 1 | 0.0 | * | * |
| | Unpublished Accommodation | 133 | 0.3 | 48.1 | 53.4 |

Notes: ¹"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

²"Percent" is calculated based on the "All Students" N count.

*No scores are reported for groups with fewer than thirty students.

**The "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud" accommodations are prohibited from use during the administration of state tests that measure reading skills.

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 7. 2001-02 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accommodations,
by Course (continued)

| <u>Course</u> | <u>Category</u> | <u>Number Tested</u> ¹ | <u>Percent</u> ² | <u>Percent At or Above Level III</u> | <u>Mean Scale Score</u> |
|----------------------|--|-----------------------------------|-----------------------------|--------------------------------------|-------------------------|
| Physics | All Students | 11,551 | 100.0 | 84.4 | 60.7 |
| | Braille Edition | 1 | 0.0 | * | * |
| | Large Print Edition | 4 | 0.0 | * | * |
| | Assistive Tech./Devices | 1 | 0.0 | * | * |
| | Braille Writer | 0 | 0.0 | * | * |
| | Cranmer Abacus | 0 | 0.0 | * | * |
| | Dictation to Scribe | 4 | 0.0 | * | * |
| | Interpreter/Transliterator Signs/Cues Test** | 1 | 0.0 | * | * |
| | Magnification Devices | 0 | 0.0 | * | * |
| | Student Marks Answers in Test Book | 16 | 0.1 | * | * |
| | Test Administrator Reads Test Aloud (in English)** | 5 | 0.0 | * | * |
| | Typewriter/Word Processor | 0 | 0.0 | * | * |
| | Hospital/Home Testing | 2 | 0.0 | * | * |
| | Multiple Testing Sessions | 3 | 0.0 | * | * |
| | Scheduled Extended Time | 75 | 0.6 | 84.0 | 61.1 |
| | Testing in a Separate Room | 33 | 0.3 | 87.9 | 59.5 |
| | English/Native Language Dictionary/Electronic Translator | 9 | 0.1 | * | * |
| | One Test Item Per Page | 0 | 0.0 | * | * |
| | Unpublished Accommodation | 11 | 0.1 | * | * |
| U. S. History | All Students | 77,527 | 100.0 | 50.1 | 56.4 |
| | Braille Edition | 7 | 0.0 | * | * |
| | Large Print Edition | 23 | 0.0 | * | * |
| | Assistive Tech./Devices | 11 | 0.0 | * | * |
| | Braille Writer | 1 | 0.0 | * | * |
| | Cranmer Abacus | 1 | 0.0 | * | * |
| | Dictation to Scribe | 26 | 0.0 | * | * |
| | Interpreter/Transliterator Signs/Cues Test** | 11 | 0.0 | * | * |
| | Magnification Devices | 4 | 0.0 | * | * |
| | Student Marks Answers in Test Book | 573 | 0.7 | 19.4 | 49.9 |
| | Test Administrator Reads Test Aloud (in English)** | 1,813 | 2.3 | 12.9 | 47.7 |
| | Typewriter/Word Processor | 2 | 0.0 | * | * |
| | Hospital/Home Testing | 55 | 0.1 | 18.2 | 49.7 |
| | Multiple Testing Sessions | 261 | 0.3 | 16.9 | 49.3 |
| | Scheduled Extended Time | 2,899 | 3.7 | 21.1 | 49.6 |
| | Testing in a Separate Room | 2,398 | 3.1 | 16.1 | 48.4 |
| | English/Native Language Dictionary/Electronic Translator | 109 | 0.1 | 19.3 | 49.5 |
| | One Test Item Per Page | 0 | 0.0 | * | * |
| | Unpublished Accommodation | 101 | 0.1 | 58.4 | 56.4 |

Notes: ¹"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

²"Percent" is calculated based on the "All Students" N count.

*No scores are reported for groups with fewer than thirty students.

**The "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud" accommodations are prohibited from use during the administration of state tests that measure reading skills.

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 8. 2001-02 End-of-Course Multiple-Choice Test Results
Participation of Students with Special Needs***

| | Algebra I | | Algebra II | | Biology | | Chemistry | | Economic, Legal, and Political Systems | | English I | | Geometry | | Physical Science | | Physics | | U.S. History | |
|--|-----------|-------|------------|-------|---------|-------|-----------|-------|--|-------|-----------|-------|----------|-------|------------------|-------|---------|-------|--------------|-------|
| | N** | % | N** | % | N** | % | N** | % | N** | % | N** | % | N** | % | N** | % | N** | % | N** | % |
| Statewide Total | 101,721 | 100.0 | 59,841 | 100.0 | 86,075 | 100.0 | 44,130 | 100.0 | 98,144 | 100.0 | 100,866 | 100.0 | 70,087 | 100.0 | 40,844 | 100.0 | 11,633 | 100.0 | 78,854 | 100.0 |
| Statewide Standard Administration | 99,542 | 97.9 | 59,013 | 98.6 | 84,302 | 97.9 | 43,737 | 99.1 | 95,817 | 97.6 | 97,662 | 96.8 | 69,139 | 98.6 | 39,783 | 97.4 | 11,551 | 99.3 | 77,527 | 98.3 |
| All Students with IEP's | 7,532 | 7.4 | 1,423 | 2.4 | 6,566 | 7.6 | 844 | 1.9 | 8,028 | 8.2 | 10,048 | 10.0 | 2,347 | 3.3 | 3,824 | 9.4 | 154 | 1.3 | 5,273 | 6.7 |
| Standard Administration ¹ | 7,338 | 7.2 | 1,392 | 2.3 | 6,391 | 7.4 | 839 | 1.9 | 7,741 | 7.9 | 9,630 | 9.5 | 2,306 | 3.3 | 3,689 | 9.0 | 154 | 1.3 | 5,146 | 6.5 |
| With Accommodations ² | 4,707 | 4.6 | 632 | 1.1 | 4,065 | 4.7 | 360 | 0.8 | 5,141 | 5.2 | 5,875 | 5.8 | 1,105 | 1.6 | 2,456 | 6.0 | 46 | 0.4 | 3,359 | 4.3 |
| All Students Identified Only Under Section 504* | 793 | 0.8 | 385 | 0.6 | 724 | 0.8 | 315 | 0.7 | 702 | 0.7 | 834 | 0.8 | 481 | 0.7 | 351 | 0.9 | 46 | 0.4 | 578 | 0.7 |
| Standard Administration ¹ | 777 | 0.8 | 380 | 0.6 | 703 | 0.8 | 314 | 0.7 | 693 | 0.7 | 816 | 0.8 | 476 | 0.7 | 347 | 0.8 | 46 | 0.4 | 567 | 0.7 |
| With Accommodations ² | 424 | 0.4 | 171 | 0.3 | 302 | 0.4 | 130 | 0.3 | 341 | 0.3 | 384 | 0.4 | 223 | 0.3 | 176 | 0.4 | 25 | 0.2 | 263 | 0.3 |
| All Limited English Proficient Students* | 1,087 | 1.1 | 276 | 0.5 | 851 | 1.0 | 157 | 0.4 | 1,187 | 1.2 | 1,650 | 1.6 | 450 | 0.6 | 548 | 1.3 | 41 | 0.4 | 592 | 0.8 |
| Standard Administration ¹ | 872 | 0.9 | 249 | 0.4 | 671 | 0.8 | 147 | 0.3 | 856 | 0.9 | 999 | 1.0 | 385 | 0.5 | 408 | 1.0 | 36 | 0.3 | 483 | 0.6 |
| With Accommodations ² | 452 | 0.4 | 85 | 0.1 | 331 | 0.4 | 44 | 0.1 | 454 | 0.5 | 548 | 0.5 | 170 | 0.2 | 233 | 0.6 | 10 | 0.1 | 204 | 0.3 |
| Not Participating | | | | | | | | | | | | | | | | | | | | |
| First Year | 114 | 0.1 | 15 | 0.0 | 84 | 0.1 | 3 | 0.0 | 179 | 0.2 | 394 | 0.4 | 29 | 0.0 | 76 | 0.2 | 4 | 0.0 | 45 | 0.1 |
| Second Year | 84 | 0.1 | 8 | 0.0 | 82 | 0.1 | 2 | 0.0 | 135 | 0.1 | 219 | 0.2 | 26 | 0.0 | 51 | 0.1 | 1 | 0.0 | 54 | 0.1 |

Notes: *These data represent coding on 2001-02 end-of-course student answer sheets.

**"N" represents the number of student answer sheets scanned, by subject and by school, as required for accountability purposes.

¹All students with a scale score were assumed to have a standard test administration including those who took an accommodation. The difference between each section's N count and the N count of the "Standard Administration" is due to students who were untested for any of the following reasons: absent, excluded-LEP 1st or 2nd yr., AAAL, AAP, or CATS as noted in IEP, transfer without a score, invalid test score, dual enrollment, foreign exchange student, or transfer student who took an EOC test 1st semester at one school, then transferred to another school for 2nd semester.

²Accommodations are permitted for IEP, IEP, and Section 504 students. A list of accommodations is located in the "Definition of Terms" at the end of this report's Summary of Student Performance.

These data do not reflect the actual number of alternate assessments scored in the 2001-02 school year.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section

**Table 9. 2001-02 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Algebra I**

| | Percent At or Above Level III ² | | | Anticipated Final Grade | Percent At or Above Level III ² | | | Teacher's Judgment | Percent At or Above Level III ² | | |
|-------------------------------------|--|---------|------------------------|--|--|---------|------------------------|---|--|---------|------------------------|
| | N ¹ | Percent | Level III ² | | N ¹ | Percent | Level III ² | | N ¹ | Percent | Level III ² |
| All Students | 99,542 | 100.0 | 78.9 | A | 16,520 | 16.6 | 98.2 | Mastery not sufficient | 14,950 | 15.0 | 44.0 |
| Gender | | | | B | 26,903 | 27.0 | 92.8 | Mastery inconsistent | 28,011 | 28.1 | 69.9 |
| Male | 48,841 | 49.1 | 77.1 | C | 26,495 | 26.6 | 79.7 | Demonstrates mastery | 34,144 | 34.3 | 90.8 |
| Female | 50,701 | 50.9 | 80.6 | D | 17,803 | 17.9 | 64.0 | Superior performance | 20,401 | 20.5 | 98.9 |
| Ethnic Group | | | | F | 11,719 | 11.8 | 40.8 | Unclear | 381 | 0.4 | 58.0 |
| American Indian | 1,292 | 1.3 | 69.5 | Not coded | 102 | 0.1 | 70.6 | Not coded | 1,655 | 1.7 | 60.4 |
| Asian | 2,081 | 2.1 | 85.9 | Parental Education | | | | Extracurricular Activity³ | | | |
| Black | 28,925 | 29.1 | 62.7 | Less than high school | 6,658 | 6.7 | 65.5 | Athletics | 46,550 | 46.8 | 84.5 |
| Hispanic | 3,285 | 3.3 | 74.2 | High school | 24,578 | 24.7 | 71.5 | Academics | 7,453 | 7.5 | 89.3 |
| Multi-Racial | 1,128 | 1.1 | 81.3 | Some college/didn't graduate | 11,748 | 11.8 | 80.4 | Fine arts | 27,211 | 27.3 | 87.6 |
| White | 62,787 | 63.1 | 86.6 | Trade/business school | 3,186 | 3.2 | 77.1 | Vocational clubs | 6,374 | 6.4 | 79.5 |
| Other | 44 | 0.0 | 72.7 | Community/junior college | 16,392 | 16.5 | 80.9 | Service clubs | 7,684 | 7.7 | 88.8 |
| Grade Level | | | | Four-year college degree | 24,927 | 25.0 | 84.8 | Other activities | 28,234 | 28.4 | 84.8 |
| 7 | 2,050 | 2.1 | 98.1 | Graduate school | 10,823 | 10.9 | 89.1 | No activities | 23,132 | 23.2 | 70.2 |
| 8 | 20,114 | 20.2 | 96.7 | Not coded | 1,230 | 1.2 | 55.9 | | | | |
| 9 | 49,405 | 49.6 | 80.7 | Hours of Homework Assigned Per Week | | | | Test Time | | | |
| 10 | 19,066 | 19.2 | 65.7 | None assigned | 1,636 | 1.6 | 48.5 | Sufficient | 662 | 0.7 | 75.2 |
| 11 | 6,464 | 6.5 | 54.4 | Less than 1 hour | 21,058 | 21.2 | 70.0 | Not sufficient | 61 | 0.1 | 80.3 |
| 12 | 2,419 | 2.4 | 47.0 | 1 to 3 hours | 46,062 | 46.3 | 79.6 | Not coded | 98,819 | 99.3 | 78.9 |
| Not coded | 24 | 0.0 | * | More than 3, less than 5 hours | 15,933 | 16.0 | 87.2 | | | | |
| Typical Homework³ | | | | Between 5 and 10 hours | 9,759 | 9.8 | 91.1 | Calculator Location | | | |
| Outside reading | 9,872 | 9.9 | 79.3 | More than 10 hours | 1,761 | 1.8 | 90.1 | Only in class | 23,140 | 23.2 | 73.9 |
| Worksheets | 73,432 | 73.8 | 81.5 | Assigned but not done | 1,847 | 1.9 | 60.7 | Class and home | 74,040 | 74.4 | 81.2 |
| Textbook problems | 78,693 | 79.1 | 82.2 | Not coded | 1,486 | 1.5 | 56.4 | Not coded | 2,362 | 2.4 | 56.4 |
| Written assignments | 9,830 | 9.9 | 80.4 | Hours of TV Watched Per Day | | | | Calculator Use | | | |
| Research | 7,567 | 7.6 | 81.9 | No TV watched each day | 3,728 | 3.7 | 76.3 | Simple 4-function | 5,024 | 5.0 | 61.0 |
| Other | 13,909 | 14.0 | 84.1 | 1 hour or less | 24,922 | 25.0 | 83.3 | Fraction | 4,134 | 4.2 | 72.8 |
| Course Description | | | | 2 hours | 27,155 | 27.3 | 83.4 | Scientific | 16,821 | 16.9 | 77.1 |
| 2 year/2 block | 6,364 | 6.4 | 70.6 | 3 hours | 21,104 | 21.2 | 78.6 | Graphing | 71,037 | 71.4 | 81.7 |
| Regular year/block | 70,624 | 70.9 | 79.7 | 4 to 5 hours | 13,753 | 13.8 | 73.1 | Not coded | 2,526 | 2.5 | 58.4 |
| Honors | 8,838 | 8.9 | 92.6 | 6 or more hours | 7,116 | 7.1 | 65.1 | | | | |
| College placement | 5,696 | 5.7 | 75.8 | Not coded | 1,764 | 1.8 | 58.0 | | | | |
| Advanced placement | 1,408 | 1.4 | 81.2 | Computer Use at Home | | | | Post-High School Plans | | | |
| Other type | 4,644 | 4.7 | 64.9 | Almost every day | 14,022 | 14.1 | 76.6 | Seek employment | 3,422 | 3.4 | 57.2 |
| Not coded | 1,968 | 2.0 | 57.7 | 1-2 times per week | 22,157 | 22.3 | 83.2 | Military service | 5,360 | 5.4 | 67.6 |
| | | | | 1-2 times per month | 22,940 | 23.0 | 85.3 | Trade/business school | 1,992 | 2.0 | 56.7 |
| | | | | Hardly ever | 21,160 | 21.3 | 79.6 | Community/junior college | 13,428 | 13.5 | 69.6 |
| | | | | Never (owns computer) | 7,011 | 7.0 | 71.6 | Four-year college | 61,404 | 61.7 | 86.2 |
| | | | | No computer at home | 10,292 | 10.3 | 66.2 | Undecided | 9,266 | 9.3 | 72.6 |
| | | | | Not coded | 1,960 | 2.0 | 58.2 | Other | 2,662 | 2.7 | 61.7 |
| | | | | | | | | Not coded | 2,008 | 2.0 | 58.1 |

Notes: "N" is the number of students who took an end-of-course test in the indicated subject.

²Percent At or Above Level III" is calculated based on actual N counts and is not summed.

³Section N count does not match the "All Students" N count because students could make multiple selections.

*No scores are reported for groups with fewer than thirty students.

Received from LEA and charter schools after September 2002 and not included in this table.
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**Table 10. 2001-02 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Algebra II**

| | Percent At or Above Level III ² | | | Percent At or Above Level III ² | | | Percent At or Above Level III ² | | |
|---|--|---------|------------------------|--|---------|------------------------|--|---------|------------------------|
| | N ¹ | Percent | Level III ² | N ¹ | Percent | Level III ² | N ¹ | Percent | Level III ² |
| All Students | 59,013 | 100.0 | 76.9 | | | | | | |
| Gender | | | | | | | | | |
| Male | 27,215 | 46.1 | 77.3 | | | | | | |
| Female | 31,798 | 53.9 | 76.5 | | | | | | |
| Ethnic Group | | | | | | | | | |
| American Indian | 566 | 1.0 | 69.8 | | | | | | |
| Asian | 1,543 | 2.6 | 85.0 | | | | | | |
| Black | 13,598 | 23.0 | 57.7 | | | | | | |
| Hispanic | 1,299 | 2.2 | 71.4 | | | | | | |
| Multi-Racial | 563 | 1.0 | 78.0 | | | | | | |
| White | 41,415 | 70.2 | 83.1 | | | | | | |
| Other | 28 | 0.0 | * | | | | | | |
| Not coded | 1 | 0.0 | * | | | | | | |
| Grade Level | | | | | | | | | |
| 7 | 2 | 0.0 | * | | | | | | |
| 8 | 72 | 0.1 | 97.2 | | | | | | |
| 9 | 2,531 | 4.3 | 96.8 | | | | | | |
| 10 | 22,251 | 37.7 | 90.9 | | | | | | |
| 11 | 24,701 | 41.9 | 71.1 | | | | | | |
| 12 | 9,454 | 16.0 | 53.3 | | | | | | |
| Not coded | 2 | 0.0 | * | | | | | | |
| Typical Homework³ | | | | | | | | | |
| Outside reading | 3,947 | 6.7 | 72.6 | | | | | | |
| Worksheets | 45,577 | 77.2 | 79.6 | | | | | | |
| Textbook problems | 53,224 | 90.2 | 78.3 | | | | | | |
| Written assignments | 4,628 | 7.8 | 77.8 | | | | | | |
| Research | 3,472 | 5.9 | 79.4 | | | | | | |
| Other | 5,331 | 9.0 | 82.1 | | | | | | |
| Course Description | | | | | | | | | |
| 2 year/2 block | 722 | 1.2 | 54.7 | | | | | | |
| Regular year/block | 35,350 | 59.9 | 70.7 | | | | | | |
| Honors | 16,375 | 27.7 | 94.6 | | | | | | |
| College placement | 4,315 | 7.3 | 67.7 | | | | | | |
| Advanced placement | 284 | 0.5 | 71.1 | | | | | | |
| Other type | 753 | 1.3 | 67.7 | | | | | | |
| Not coded | 1,214 | 2.1 | 69.1 | | | | | | |
| Anticipated Final Grade | | | | | | | | | |
| A | 10,105 | 17.1 | 97.1 | | | | | | |
| B | 17,077 | 28.9 | 89.9 | | | | | | |
| C | 16,330 | 27.7 | 75.4 | | | | | | |
| D | 10,240 | 17.4 | 57.0 | | | | | | |
| F | 5,175 | 8.8 | 38.4 | | | | | | |
| Not coded | 86 | 0.1 | 79.1 | | | | | | |
| Parental Education | | | | | | | | | |
| Less than high school | 2,036 | 3.5 | 66.3 | | | | | | |
| High school | 11,074 | 18.8 | 68.6 | | | | | | |
| Some college/didn't graduate | 6,774 | 11.5 | 76.1 | | | | | | |
| Trade/business school | 2,263 | 3.8 | 72.6 | | | | | | |
| Community/junior college | 10,437 | 17.7 | 74.5 | | | | | | |
| Four-year college degree | 16,853 | 28.6 | 80.9 | | | | | | |
| Graduate school | 8,829 | 15.0 | 87.1 | | | | | | |
| Not coded | 747 | 1.3 | 69.7 | | | | | | |
| Hours of Homework Assigned Per Week | | | | | | | | | |
| None assigned | 459 | 0.8 | 55.8 | | | | | | |
| Less than 1 hour | 8,538 | 14.5 | 68.0 | | | | | | |
| 1 to 3 hours | 25,107 | 42.5 | 73.2 | | | | | | |
| More than 3, less than 5 hours | 11,305 | 19.2 | 82.0 | | | | | | |
| Between 5 and 10 hours | 8,915 | 15.1 | 87.6 | | | | | | |
| More than 10 hours | 2,697 | 4.6 | 90.3 | | | | | | |
| Assigned but not done | 959 | 1.6 | 72.2 | | | | | | |
| Not coded | 1,033 | 1.8 | 69.5 | | | | | | |
| Hours of TV Watched Per Day | | | | | | | | | |
| No TV watched each day | 3,163 | 5.4 | 81.2 | | | | | | |
| 1 hour or less | 19,366 | 32.8 | 80.7 | | | | | | |
| 2 hours | 16,493 | 27.9 | 78.3 | | | | | | |
| 3 hours | 10,787 | 18.3 | 74.1 | | | | | | |
| 4 to 5 hours | 5,623 | 9.5 | 68.8 | | | | | | |
| 6 or more hours | 2,427 | 4.1 | 65.7 | | | | | | |
| Not coded | 1,154 | 2.0 | 69.1 | | | | | | |
| Computer Use at Home | | | | | | | | | |
| Almost every day | 10,520 | 17.8 | 77.8 | | | | | | |
| 1-2 times per week | 16,156 | 27.4 | 80.3 | | | | | | |
| 1-2 times per month | 14,414 | 24.4 | 79.4 | | | | | | |
| Hardly ever | 10,313 | 17.5 | 75.0 | | | | | | |
| Never (owns computer) | 2,563 | 4.3 | 70.1 | | | | | | |
| No computer at home | 3,793 | 6.4 | 62.5 | | | | | | |
| Not coded | 1,254 | 2.1 | 69.1 | | | | | | |
| Teacher's Judgment | | | | | | | | | |
| Mastery not sufficient | 8,352 | 14.2 | 42.5 | | | | | | |
| Mastery inconsistent | 16,947 | 28.7 | 66.9 | | | | | | |
| Demonstrates mastery | 22,050 | 37.4 | 88.2 | | | | | | |
| Superior performance | 10,650 | 18.0 | 97.8 | | | | | | |
| Unclear | 365 | 0.6 | 71.0 | | | | | | |
| Not coded | 649 | 1.1 | 53.0 | | | | | | |
| Extracurricular Activity³ | | | | | | | | | |
| Athletics | 29,280 | 49.6 | 80.3 | | | | | | |
| Academics | 8,864 | 15.0 | 88.2 | | | | | | |
| Fine arts | 17,370 | 29.4 | 82.3 | | | | | | |
| Vocational clubs | 8,885 | 15.1 | 79.3 | | | | | | |
| Service clubs | 12,904 | 21.9 | 85.4 | | | | | | |
| Other activities | 21,085 | 35.7 | 82.3 | | | | | | |
| No activities | 8,912 | 15.1 | 67.1 | | | | | | |
| Test Time | | | | | | | | | |
| Sufficient | 97 | 0.2 | 88.7 | | | | | | |
| Not sufficient | 86 | 0.1 | 88.4 | | | | | | |
| Not coded | 58,830 | 99.7 | 76.8 | | | | | | |
| Calculator Location | | | | | | | | | |
| Only in class | 12,437 | 21.1 | 68.8 | | | | | | |
| Class and home | 45,213 | 76.6 | 79.4 | | | | | | |
| Not coded | 1,363 | 2.3 | 66.7 | | | | | | |
| Calculator Use | | | | | | | | | |
| Simple 4-function | 740 | 1.3 | 55.4 | | | | | | |
| Fraction | 367 | 0.6 | 59.1 | | | | | | |
| Scientific | 6,326 | 10.7 | 66.4 | | | | | | |
| Graphing | 50,203 | 85.1 | 78.9 | | | | | | |
| Not coded | 1,377 | 2.3 | 67.2 | | | | | | |
| Post-High School Plans | | | | | | | | | |
| Seek employment | 728 | 1.2 | 57.8 | | | | | | |
| Military service | 1,887 | 3.2 | 61.0 | | | | | | |
| Trade/business school | 656 | 1.1 | 61.3 | | | | | | |
| Community/junior college | 8,602 | 14.6 | 62.6 | | | | | | |
| Four-year college | 42,527 | 72.1 | 81.8 | | | | | | |
| Undecided | 2,843 | 4.8 | 71.0 | | | | | | |
| Other | 564 | 1.0 | 69.0 | | | | | | |
| Not coded | 1,206 | 2.0 | 67.4 | | | | | | |

Notes: ¹"N" is the number of students who took an end-of-course test in the indicated subject.

²"Percent At or Above Level III" is calculated based on actual N counts and is not summed.

³Section N count does not match the "All Students" N count because students could make multiple selections.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Notes: ¹"N" is the number of students who took an end-of-course test in the indicated subject.
²"Percent At or Above Level III" is calculated based on actual N counts and is not summed.
³"Section N count does not match the "All Students" N count because students could make multiple selections.
⁴No scores are reported for groups with fewer than thirty students.
Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 13. 2001-02 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Economics, Legal, and Political Systems

| | Percent At or Above | | N ¹ | Percent At or Above | | N ¹ | Percent At or Above | | N ¹ | Percent At or Above | |
|-------------------------------------|------------------------|------------------------|----------------|--|------------------------|----------------|------------------------|---|----------------|------------------------|------------------------|
| | Level III ² | Level III ² | | Level III ² | Level III ² | | Level III ² | Level III ² | | Level III ² | Level III ² |
| All Students | 95,817 | 100.0 | 69.5 | A | 18,697 | 19.5 | 96.1 | Teacher's Judgment | 12,478 | 13.0 | 26.4 |
| Gender | | | | B | 28,804 | 30.1 | 84.4 | Mastery not sufficient | 28,044 | 29.3 | 54.5 |
| Male | 47,454 | 49.5 | 70.6 | C | 26,355 | 27.5 | 62.0 | Mastery inconsistent | 36,157 | 37.7 | 84.2 |
| Female | 48,362 | 50.5 | 68.5 | D | 14,571 | 15.2 | 41.9 | Demonstrates mastery | 16,975 | 17.7 | 97.6 |
| Not coded | 1 | 0.0 | * | F | 7,212 | 7.5 | 24.2 | Superior performance | 245 | 0.3 | 42.4 |
| | | | | Not coded | 178 | 0.2 | 70.2 | Unclear | 1,918 | 2.0 | 47.1 |
| Ethnic Group | | | | | | | | Not coded | | | |
| American Indian | 1,370 | 1.4 | 52.3 | Parental Education | | | | Extracurricular Activity³ | | | |
| Asian | 2,050 | 2.1 | 70.5 | Less than high school | 6,540 | 6.8 | 46.6 | Athletics | 42,674 | 44.5 | 74.8 |
| Black | 27,983 | 29.2 | 48.1 | High school | 23,588 | 24.6 | 55.4 | Academics | 7,942 | 8.3 | 87.5 |
| Hispanic | 3,091 | 3.2 | 55.7 | Some college/didn't graduate | 11,520 | 12.0 | 72.9 | Fine arts | 23,644 | 24.7 | 78.8 |
| Multi-Racial | 1,018 | 1.1 | 73.7 | Trade/business school | 3,102 | 3.2 | 72.1 | Vocational clubs | 8,524 | 8.9 | 80.0 |
| White | 60,252 | 62.9 | 80.5 | Community/junior college | 15,546 | 16.2 | 73.5 | Service clubs | 10,071 | 10.5 | 87.9 |
| Other | 46 | 0.0 | 71.7 | Four-year college degree | 23,324 | 24.3 | 78.5 | Other activities | 27,729 | 28.9 | 78.8 |
| Not coded | 7 | 0.0 | * | Graduate School | 10,870 | 11.3 | 85.9 | No activities | 23,259 | 24.3 | 58.9 |
| | | | | Not coded | 1,327 | 1.4 | 59.9 | | | | |
| Grade Level | | | | Hours of Homework Assigned Per Week | | | | Class Activity³ | | | |
| 8 | 3 | 0.0 | * | None assigned | 2,332 | 2.4 | 50.6 | Read primary resources | 74,072 | 77.3 | 72.1 |
| 9 | 56,792 | 59.3 | 68.7 | Less than 1 hour | 22,009 | 23.0 | 60.2 | Read or studied news magazines | 34,974 | 36.5 | 76.2 |
| 10 | 23,821 | 24.9 | 68.0 | 1 to 3 | 42,423 | 44.3 | 68.0 | Read or studied newspapers | 41,135 | 42.9 | 77.1 |
| 11 | 5,111 | 5.3 | 64.4 | More than 3, less than 5 hours | 14,086 | 14.7 | 79.4 | Read or studied fiction | 7,658 | 8.0 | 67.0 |
| 12 | 10,089 | 10.5 | 80.4 | Between 5 and 10 hours | 9,191 | 9.6 | 87.2 | Read or studied drama | 3,370 | 3.5 | 60.4 |
| Not coded | 1 | 0.0 | * | More than 10 hours | 2,291 | 2.4 | 88.9 | Read or studied poetry | 3,576 | 3.7 | 58.9 |
| | | | | Assigned but not done | 1,912 | 2.0 | 62.2 | | | | |
| | | | | Not coded | 1,573 | 1.6 | 58.3 | | | | |
| Typical Homework³ | | | | Hours of TV Watched Per Day | | | | Extra Activities³ | | | |
| Outside reading | 29,389 | 30.7 | 71.3 | No TV watched each day | 4,052 | 4.2 | 74.1 | Independent research | 67,957 | 70.9 | 75.1 |
| Worksheets | 71,984 | 75.1 | 71.7 | 1 hour or less | 24,951 | 26.0 | 77.0 | Group project | 54,106 | 56.5 | 76.6 |
| Textbook problems | 49,976 | 52.2 | 72.3 | 2 hours | 24,882 | 26.0 | 75.1 | Completed portfolio | 14,283 | 14.9 | 71.0 |
| Written assignments | 34,680 | 36.2 | 76.4 | 3 hours | 19,726 | 20.6 | 67.4 | Field trip | 6,404 | 6.7 | 71.0 |
| Research | 30,138 | 31.5 | 77.1 | 4 to 5 hours | 13,001 | 13.6 | 58.7 | Community service | 6,430 | 6.7 | 70.0 |
| Other | 21,389 | 22.3 | 75.5 | 6 or more hours | 7,300 | 7.6 | 50.6 | Social studies organization | 10,893 | 11.4 | 45.8 |
| | | | | Not coded | 1,905 | 2.0 | 58.0 | | | | |
| Course Description | | | | Computer Use at Home | | | | Post-High School Plans | | | |
| 2 year/2 block | 2,421 | 2.5 | 44.3 | Almost every day | 14,945 | 15.6 | 71.5 | Seek employment | 3,581 | 3.7 | 46.2 |
| Regular year/block | 61,405 | 64.1 | 66.4 | 1-2 times per week | 22,369 | 23.3 | 76.2 | Military service | 5,283 | 5.5 | 59.5 |
| Honors | 17,918 | 18.7 | 92.3 | 1-2 times per month | 20,333 | 21.2 | 76.2 | Trade/business school | 1,930 | 2.0 | 50.1 |
| College placement | 6,933 | 7.2 | 65.7 | Hardly ever | 19,353 | 20.2 | 68.7 | Community/junior college | 13,493 | 14.1 | 62.4 |
| Advanced placement | 877 | 0.9 | 63.7 | Never (owns computer) | 6,295 | 6.6 | 59.1 | Four-year college | 58,269 | 60.8 | 77.6 |
| Other type | 4,204 | 4.4 | 46.1 | No computer at home | 10,500 | 11.0 | 49.4 | Undecided | 8,602 | 9.0 | 56.8 |
| Not coded | 2,059 | 2.1 | 56.9 | Not coded | 2,022 | 2.1 | 58.0 | Other | 2,548 | 2.7 | 45.6 |
| | | | | | | | | Not coded | 2,111 | 2.2 | 55.9 |

Notes: ¹"N" is the number of students who took an end-of-course test in the indicated subject.²Percent At or Above Level III" is calculated based on actual N counts and is not summed.³Section N count does not match the "All Students" N count because students could make multiple selections.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 14. 2001-02 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking English I

| | Percent At or Above Level III ² | | | Percent At or Above Level III ² | | | Teacher's Judgment | Percent At or Above Level III ² | | |
|-------------------------------------|--|---------|------------------------|--|---------|------------------------|---|--|---------|------------------------|
| | N ¹ | Percent | Level III ² | N ¹ | Percent | Level III ² | | N ¹ | Percent | Level III ² |
| All Students | 97,662 | 100.0 | 69.6 | 15,216 | 15.6 | 95.1 | Mastery not sufficient | 11,093 | 11.4 | 25.8 |
| Gender | | | | 29,804 | 30.5 | 84.9 | Mastery inconsistent | 28,458 | 29.1 | 52.4 |
| Male | 49,340 | 50.5 | 64.8 | 27,530 | 28.2 | 65.4 | Demonstrates mastery | 40,098 | 41.1 | 84.0 |
| Female | 48,320 | 49.5 | 74.6 | 15,820 | 16.2 | 46.8 | Superior performance | 15,867 | 16.2 | 97.7 |
| Not coded | 2 | 0.0 | * | 9,135 | 9.4 | 29.7 | Unclear | 462 | 0.5 | 47.2 |
| Ethnic Group | | | | 157 | 0.2 | 65.0 | Not coded | 1,684 | 1.7 | 48.0 |
| American Indian | 1,456 | 1.5 | 50.5 | | | | Extracurricular Activity³ | | | |
| Asian | 1,801 | 1.8 | 74.3 | 7,532 | 7.7 | 46.8 | Athletics | 44,372 | 45.4 | 75.0 |
| Black | 28,658 | 29.3 | 51.4 | 25,874 | 26.5 | 56.2 | Academics | 6,355 | 6.5 | 83.7 |
| Hispanic | 3,445 | 3.5 | 52.6 | 12,952 | 13.3 | 71.5 | Fine arts | 23,704 | 24.3 | 82.4 |
| Multi-Racial | 1,110 | 1.1 | 73.7 | 2,922 | 3.0 | 69.3 | Vocational clubs | 6,485 | 6.6 | 74.0 |
| White | 61,142 | 62.6 | 79.4 | 14,426 | 14.8 | 76.2 | Service clubs | 7,804 | 8.0 | 87.9 |
| Other | 39 | 0.0 | 48.7 | 22,589 | 23.1 | 80.8 | Other activities | 27,636 | 28.3 | 77.8 |
| Not coded | 11 | 0.0 | * | 10,152 | 10.4 | 87.0 | No activities | 24,212 | 24.8 | 60.1 |
| Grade Level | | | | 1,215 | 1.2 | 45.2 | | | | |
| 8 | 4 | 0.0 | * | | | | Class Activity³ | | | |
| 9 | 95,253 | 97.5 | 70.4 | 2,513 | 2.6 | 37.7 | Read or studied novels | 84,821 | 86.9 | 74.5 |
| 10 | 1,996 | 2.0 | 36.2 | 22,808 | 23.4 | 57.6 | Read or studied fables | 79,090 | 81.0 | 75.6 |
| 11 | 306 | 0.3 | 39.9 | 43,304 | 44.3 | 70.7 | Studied biography | 61,487 | 63.0 | 74.3 |
| 12 | 100 | 0.1 | 53.0 | 13,965 | 14.3 | 81.3 | Studied informational | 58,036 | 59.4 | 75.7 |
| Not coded | 3 | 0.0 | * | 9,128 | 9.3 | 88.5 | Read or studied drama | 71,891 | 73.6 | 77.0 |
| | | | | 2,119 | 2.2 | 90.7 | Read or studied poetry | 81,069 | 83.0 | 75.4 |
| | | | | 1,996 | 2.0 | 52.7 | | | | |
| | | | | 1,829 | 1.9 | 49.6 | | | | |
| Typical Homework³ | | | | | | | Computer Access³ | | | |
| Outside reading | 50,654 | 51.9 | 78.2 | 3,759 | 3.8 | 71.3 | Classroom | 24,210 | 24.8 | 76.3 |
| Worksheets | 65,578 | 67.1 | 72.1 | 23,415 | 24.0 | 77.0 | Media center during school | 70,458 | 72.1 | 75.6 |
| Textbook problems | 40,612 | 41.6 | 72.8 | 25,336 | 25.9 | 75.1 | Media center after school | 50,421 | 51.6 | 78.4 |
| Written assignments | 57,596 | 59.0 | 78.8 | 20,512 | 21.0 | 69.0 | Home | 72,348 | 74.1 | 77.1 |
| Research | 35,880 | 36.7 | 79.0 | 14,029 | 14.4 | 61.9 | | | | |
| Other | 25,315 | 25.9 | 75.1 | 8,505 | 8.7 | 51.4 | | | | |
| | | | | 2,106 | 2.2 | 49.4 | | | | |
| Course Description | | | | | | | Post-High School Plans | | | |
| 2 year/2 block | 2,586 | 2.6 | 41.2 | 14,129 | 14.5 | 69.8 | Seek employment | 3,623 | 3.7 | 40.8 |
| Regular year/block | 54,172 | 55.5 | 63.9 | 22,137 | 22.7 | 77.3 | Military service | 5,564 | 5.7 | 53.3 |
| Honors | 23,388 | 23.9 | 94.6 | 21,166 | 21.7 | 79.6 | Trade/business school | 2,072 | 2.1 | 41.8 |
| College placement | 8,817 | 9.0 | 70.0 | 20,158 | 20.6 | 68.3 | Community/junior college | 10,090 | 10.3 | 60.3 |
| Advanced placement | 996 | 1.0 | 67.0 | 6,628 | 6.8 | 56.6 | Four-year college | 60,308 | 61.8 | 79.8 |
| Other type | 5,351 | 5.5 | 40.3 | 11,331 | 11.6 | 49.4 | Undecided | 10,218 | 10.5 | 58.0 |
| Not coded | 2,352 | 2.4 | 50.5 | 2,113 | 2.2 | 49.2 | Other | 3,484 | 3.6 | 40.7 |
| | | | | | | | Not coded | 2,303 | 2.4 | 48.8 |

Notes: ¹"N" is the number of students who took an end-of-course test in the indicated subject.²Percent At or Above Level III" is calculated based on actual N counts and is not summed.³Section N count does not match the "All Students" N count because students could make multiple selections.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 15. 2001-02 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Geometry**

| | Percent At or Above Level III ² | | | Percent At or Above Level III ² | | | Percent At or Above Level III ² | | |
|-------------------------------------|--|---------|------------------------|--|---------|------------------------|--|---------|------------------------|
| | N ¹ | Percent | Level III ² | N ¹ | Percent | Level III ² | N ¹ | Percent | Level III ² |
| All Students | 69,139 | 100.0 | 66.3 | 11,264 | 16.3 | 96.7 | 10,767 | 15.6 | 24.3 |
| Gender | | | | 19,216 | 27.8 | 86.0 | 20,023 | 29.0 | 51.3 |
| Male | 32,299 | 46.7 | 70.0 | 18,787 | 27.2 | 63.1 | 24,855 | 35.9 | 82.5 |
| Female | 36,840 | 53.3 | 63.2 | 12,605 | 18.2 | 40.2 | 12,301 | 17.8 | 97.3 |
| | | | | 7,232 | 10.5 | 20.8 | 305 | 0.4 | 44.6 |
| | | | | 35 | 0.1 | 62.9 | 888 | 1.3 | 39.4 |
| Ethnic Group | | | | | | | | | |
| American Indian | 749 | 1.1 | 51.0 | 3,109 | 4.5 | 48.8 | 34,169 | 49.4 | 71.7 |
| Asian | 1,700 | 2.5 | 74.8 | 13,953 | 20.2 | 53.5 | 6,916 | 10.0 | 80.8 |
| Black | 17,918 | 25.9 | 37.4 | 8,584 | 12.4 | 65.2 | 19,781 | 28.6 | 74.2 |
| Hispanic | 1,853 | 2.7 | 57.3 | 2,377 | 3.4 | 62.9 | 7,384 | 10.7 | 69.2 |
| Multi-Racial | 703 | 1.0 | 66.4 | 12,039 | 17.4 | 64.8 | 9,714 | 14.0 | 76.6 |
| White | 46,192 | 66.8 | 77.9 | 18,950 | 27.4 | 73.7 | 22,143 | 32.0 | 74.3 |
| Other | 24 | 0.0 | * | 9,166 | 13.3 | 82.4 | 12,604 | 18.2 | 54.7 |
| | | | | 961 | 1.4 | 49.8 | | | |
| Grade Level | | | | | | | | | |
| 7 | 23 | 0.0 | * | 600 | 0.9 | 45.2 | | | |
| 8 | 1,501 | 2.2 | 98.7 | 11,916 | 17.2 | 57.0 | 2,572 | 3.7 | 46.7 |
| 9 | 18,880 | 27.3 | 90.5 | 30,961 | 44.8 | 62.0 | 1,616 | 2.3 | 58.5 |
| 10 | 33,353 | 48.2 | 63.8 | 12,267 | 17.7 | 74.2 | 21,186 | 30.6 | 63.6 |
| 11 | 12,041 | 17.4 | 40.6 | 8,882 | 12.8 | 81.5 | 42,029 | 60.8 | 69.7 |
| 12 | 3,341 | 4.8 | 33.7 | 2,190 | 3.2 | 85.2 | 1,736 | 2.5 | 54.6 |
| | | | | 1,123 | 1.6 | 66.2 | | | |
| | | | | 1,200 | 1.7 | 54.0 | | | |
| Typical Homework³ | | | | | | | | | |
| Outside reading | 6,536 | 9.5 | 62.2 | 3,137 | 4.5 | 73.2 | 11,176 | 16.2 | 57.5 |
| Worksheets | 53,455 | 77.3 | 69.5 | 19,945 | 28.8 | 74.3 | 56,215 | 81.3 | 68.5 |
| Textbook problems | 59,756 | 86.4 | 68.5 | 19,125 | 27.7 | 70.4 | 1,748 | 2.5 | 52.7 |
| Written assignments | 6,574 | 9.5 | 68.6 | 13,699 | 19.8 | 62.3 | | | |
| Research | 5,590 | 8.1 | 71.1 | 8,011 | 11.6 | 52.4 | | | |
| Other | 9,436 | 13.6 | 75.2 | 3,856 | 5.6 | 47.0 | | | |
| | | | | 1,366 | 2.0 | 54.0 | | | |
| Course Description | | | | | | | | | |
| 2 year/2 block | 980 | 1.4 | 37.4 | 11,546 | 16.7 | 63.8 | 1,076 | 1.6 | 44.8 |
| Regular year/block | 43,296 | 62.6 | 59.2 | 17,492 | 25.3 | 71.1 | 2,552 | 3.7 | 52.4 |
| Honors | 16,262 | 23.5 | 92.6 | 16,611 | 24.0 | 71.7 | 950 | 1.4 | 42.5 |
| College placement | 5,130 | 7.4 | 56.3 | 13,198 | 19.1 | 66.6 | 8,858 | 12.8 | 49.4 |
| Advanced Placement | 552 | 0.8 | 68.5 | 3,553 | 5.1 | 60.8 | 48,758 | 70.5 | 72.2 |
| Other type | 1,413 | 2.0 | 50.5 | 5,254 | 7.6 | 45.5 | 4,517 | 6.5 | 61.0 |
| Not coded | 1,506 | 2.2 | 54.9 | 1,485 | 2.1 | 55.0 | 968 | 1.4 | 54.3 |
| | | | | | | | 1,460 | 2.1 | 53.4 |

Notes: ¹N¹ is the number of students who took an end-of-course test in the indicated subject.

²Percent At or Above Level III² is calculated based on actual N counts and is not summed.

³Section N count does not match the "All Students" N count because students could make multiple selections.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 16. 2001-02 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Physical Science**

| | N ¹ | Percent At or Above Level III ² | | N ¹ | Percent At or Above Level III ² | | N ¹ | Percent At or Above Level III ² | |
|---|----------------|--|------------------------|----------------|--|------------------------|----------------|--|------------------------|
| | | Percent | Level III ² | | Percent | Level III ² | | Percent | Level III ² |
| All Students | 39,783 | 100.0 | 61.5 | | | | | | |
| Gender | | | | | | | | | |
| Male | 20,062 | 50.4 | 64.0 | 5,485 | 13.8 | 93.2 | 16,940 | 42.6 | 68.1 |
| Female | 19,721 | 49.6 | 58.9 | 11,076 | 27.8 | 79.0 | 2,775 | 7.0 | 76.8 |
| Ethnic Group | | | | 11,998 | 30.2 | 57.0 | 8,960 | 22.5 | 70.7 |
| American Indian | 547 | 1.4 | 51.4 | 7,426 | 18.7 | 38.7 | 3,771 | 9.5 | 69.5 |
| Asian | 592 | 1.5 | 67.4 | 3,763 | 9.5 | 23.1 | 3,263 | 8.2 | 79.2 |
| Black | 12,618 | 31.7 | 41.4 | 35 | 0.1 | 37.1 | 10,868 | 27.3 | 69.7 |
| Hispanic | 1,305 | 3.3 | 53.1 | | | | 10,376 | 26.1 | 52.2 |
| Multi-Racial | 403 | 1.0 | 63.3 | | | | | | |
| White | 24,293 | 61.1 | 72.4 | | | | | | |
| Other | 24 | 0.1 | * | | | | | | |
| Not coded | 1 | 0.0 | * | | | | | | |
| Grade Level | | | | | | | | | |
| 7 | 1 | 0.0 | * | | | | | | |
| 8 | 628 | 1.6 | 92.7 | | | | | | |
| 9 | 20,382 | 51.2 | 64.2 | | | | | | |
| 10 | 10,886 | 27.4 | 60.5 | | | | | | |
| 11 | 5,912 | 51.2 | 53.5 | | | | | | |
| 12 | 1,974 | 17.1 | 52.0 | | | | | | |
| Typical Homework³ | | | | | | | | | |
| Outside reading | 9,629 | 24.2 | 61.3 | | | | | | |
| Worksheets | 31,754 | 79.8 | 64.4 | | | | | | |
| Textbook problems | 22,682 | 57.0 | 66.3 | | | | | | |
| Written assignments | 14,089 | 35.4 | 69.6 | | | | | | |
| Research | 9,398 | 23.6 | 71.6 | | | | | | |
| Other | 6,762 | 17.0 | 66.0 | | | | | | |
| Course Description | | | | | | | | | |
| 2 year/2 block | 1,059 | 2.7 | 37.0 | | | | | | |
| Regular year/block | 26,046 | 65.5 | 58.1 | | | | | | |
| Honors | 6,069 | 15.3 | 89.3 | | | | | | |
| College placement | 3,898 | 9.8 | 62.4 | | | | | | |
| Advanced placement | 214 | 0.5 | 49.5 | | | | | | |
| Other type | 1,755 | 4.4 | 37.2 | | | | | | |
| Not coded | 742 | 1.9 | 43.3 | | | | | | |
| Anticipated Final Grade | | | | | | | | | |
| A | | | | | | | | | |
| B | | | | | | | | | |
| C | | | | | | | | | |
| D | | | | | | | | | |
| F | | | | | | | | | |
| Not coded | | | | | | | | | |
| Parental Education | | | | | | | | | |
| Less than high school | | | | | | | | | |
| High school | | | | | | | | | |
| Some college/didn't graduate | | | | | | | | | |
| Trade/business school | | | | | | | | | |
| Community/junior college | | | | | | | | | |
| Four-year college degree | | | | | | | | | |
| Graduate school | | | | | | | | | |
| Not coded | | | | | | | | | |
| Hours of Homework Assigned Per Week | | | | | | | | | |
| None assigned | | | | | | | | | |
| Less than 1 hour | | | | | | | | | |
| 1 to 3 hours | | | | | | | | | |
| More than 3, less than 5 hours | | | | | | | | | |
| Between 5 and 10 hours | | | | | | | | | |
| More than 10 hours | | | | | | | | | |
| Assigned but not done | | | | | | | | | |
| Not coded | | | | | | | | | |
| Hours of TV Watched Per Day | | | | | | | | | |
| No TV watched each day | | | | | | | | | |
| 1 hour or less | | | | | | | | | |
| 2 hours | | | | | | | | | |
| 3 hours | | | | | | | | | |
| 4 to 5 hours | | | | | | | | | |
| 6 or more hours | | | | | | | | | |
| Not coded | | | | | | | | | |
| Most Time Spent in Class³ | | | | | | | | | |
| Read books | | | | | | | | | |
| Lab activities | | | | | | | | | |
| Observe demonstrations | | | | | | | | | |
| Listening | | | | | | | | | |
| Working in groups | | | | | | | | | |
| Activity outside | | | | | | | | | |
| Technology | | | | | | | | | |
| Teacher's Judgment | | | | | | | | | |
| Mastery not sufficient | | | | | | | | | |
| Mastery inconsistent | | | | | | | | | |
| Demonstrates mastery | | | | | | | | | |
| Superior performance | | | | | | | | | |
| Unclear | | | | | | | | | |
| Not coded | | | | | | | | | |
| Extracurricular Activity³ | | | | | | | | | |
| Athletics | | | | | | | | | |
| Academics | | | | | | | | | |
| Fine arts | | | | | | | | | |
| Vocational clubs | | | | | | | | | |
| Service clubs | | | | | | | | | |
| Other activities | | | | | | | | | |
| No activities | | | | | | | | | |
| How Science Learned³ | | | | | | | | | |
| Read | | | | | | | | | |
| Lab activities | | | | | | | | | |
| Observe demonstrations | | | | | | | | | |
| Listening | | | | | | | | | |
| Lab groups | | | | | | | | | |
| Activity outside | | | | | | | | | |
| Technology | | | | | | | | | |
| Computer Use at Home | | | | | | | | | |
| Almost every day | | | | | | | | | |
| 1-2 times per week | | | | | | | | | |
| 1-2 times per month | | | | | | | | | |
| Hardly ever | | | | | | | | | |
| Never (owns computer) | | | | | | | | | |
| No computer at home | | | | | | | | | |
| Not coded | | | | | | | | | |
| Post-High School Plans | | | | | | | | | |
| Seek employment | | | | | | | | | |
| Military service | | | | | | | | | |
| Trade/business school | | | | | | | | | |
| Community/junior college | | | | | | | | | |
| Four-year college | | | | | | | | | |
| Undecided | | | | | | | | | |
| Other | | | | | | | | | |
| Not coded | | | | | | | | | |

Notes: ¹"N" is the number of students who took an end-of-course test in the indicated subject.

²Percent At or Above Level III² is calculated based on actual N counts and is not summed.

³Section N count does not match the "All Students" N count because students could make multiple selections.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 17. 2001-02 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Physics**

| | Percent At or Above | | Percent At or Above | | Percent At or Above | |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| | N ¹ | Level III ² | N ¹ | Level III ² | N ¹ | Level III ² |
| All Students | 11,551 | 100.0 | 84.4 | | | |
| Gender | | | | | | |
| Male | 6,586 | 57.0 | 88.0 | | | |
| Female | 4,965 | 43.0 | 79.7 | | | |
| Ethnic Group | | | | | | |
| American Indian | 68 | 0.6 | 67.6 | | | |
| Asian | 569 | 4.9 | 84.5 | | | |
| Black | 1,493 | 12.9 | 62.9 | | | |
| Hispanic | 187 | 1.6 | 81.8 | | | |
| Multi-Racial | 103 | 0.9 | 80.6 | | | |
| White | 9,122 | 79.0 | 88.2 | | | |
| Other | 9 | 0.1 | * | | | |
| Anticipated Final Grade | | | | | | |
| A | 3,222 | 27.9 | 96.8 | | | |
| B | 4,287 | 37.1 | 88.1 | | | |
| C | 2,797 | 24.2 | 75.2 | | | |
| D | 960 | 8.3 | 62.3 | | | |
| F | 268 | 2.3 | 52.2 | | | |
| Not coded | 17 | 0.1 | * | | | |
| Parental Education | | | | | | |
| Less than high school | 238 | 2.1 | 66.4 | | | |
| High school | 1,314 | 11.4 | 74.7 | | | |
| Some college/didn't graduate | 955 | 8.3 | 80.3 | | | |
| Trade/business school | 376 | 3.3 | 79.3 | | | |
| Community/junior college | 1,541 | 13.3 | 77.6 | | | |
| Four-year college degree | 3,816 | 33.0 | 86.6 | | | |
| Graduate school | 3,129 | 27.1 | 92.3 | | | |
| Not coded | 182 | 1.6 | 87.4 | | | |
| Hours of Homework Assigned Per Week | | | | | | |
| None assigned | 116 | 1.0 | 80.2 | | | |
| Less than 1 hour | 1,455 | 12.6 | 78.8 | | | |
| 1 to 3 hours | 3,629 | 31.4 | 79.4 | | | |
| More than 3, less than 5 hours | 2,173 | 18.8 | 85.2 | | | |
| Between 5 and 10 hours | 2,311 | 20.0 | 89.6 | | | |
| More than 10 hours | 1,232 | 10.7 | 93.1 | | | |
| Assigned but not done | 396 | 3.4 | 88.6 | | | |
| Not coded | 239 | 2.1 | 87.9 | | | |
| Hours of TV Watched Per Day | | | | | | |
| No TV watched each day | 1,036 | 9.0 | 91.3 | | | |
| 1 hour or less | 4,587 | 39.7 | 87.0 | | | |
| 2 hours | 3,061 | 26.5 | 83.5 | | | |
| 3 hours | 1,533 | 13.3 | 79.8 | | | |
| 4 to 5 hours | 717 | 6.2 | 75.6 | | | |
| 6 or more hours | 344 | 3.0 | 76.7 | | | |
| Not coded | 273 | 2.4 | 85.3 | | | |
| Most Time Spent in Class³ | | | | | | |
| Read books | 1,780 | 15.4 | 83.0 | | | |
| Lab activities | 5,179 | 44.8 | 83.8 | | | |
| Observe demonstrations | 4,203 | 36.4 | 84.9 | | | |
| Listening | 9,671 | 83.7 | 85.6 | | | |
| Working in groups | 6,119 | 53.0 | 85.0 | | | |
| Activity outside | 392 | 3.4 | 78.3 | | | |
| Technology | 3,390 | 29.3 | 82.4 | | | |
| Typical Homework³ | | | | | | |
| Outside reading | 2,440 | 21.1 | 80.5 | | | |
| Worksheets | 8,497 | 73.6 | 84.9 | | | |
| Textbook problems | 9,892 | 85.6 | 85.0 | | | |
| Written assignments | 5,859 | 50.7 | 86.9 | | | |
| Research | 2,514 | 21.8 | 84.0 | | | |
| Other | 2,039 | 17.7 | 86.5 | | | |
| Course Description | | | | | | |
| 2 year/2 block | 80 | 0.7 | 68.8 | | | |
| Regular year/block | 4,009 | 34.7 | 77.6 | | | |
| Honors | 5,538 | 47.9 | 89.3 | | | |
| College placement | 391 | 3.4 | 66.8 | | | |
| Advanced placement | 1,067 | 9.2 | 93.1 | | | |
| Other type | 167 | 1.4 | 81.4 | | | |
| Not coded | 299 | 2.6 | 85.3 | | | |
| Teacher's Judgment | | | | | | |
| Mastery not sufficient | 735 | 6.4 | 53.2 | | | |
| Mastery inconsistent | 2,711 | 23.5 | 70.4 | | | |
| Demonstrates mastery | 4,834 | 41.8 | 88.5 | | | |
| Superior performance | 3,092 | 26.8 | 98.1 | | | |
| Unclear | 69 | 0.6 | 72.5 | | | |
| Not coded | 110 | 1.0 | 84.5 | | | |
| Extracurricular Activity³ | | | | | | |
| Athletics | 6,139 | 53.1 | 86.1 | | | |
| Academics | 3,800 | 32.9 | 89.6 | | | |
| Fine arts | 3,688 | 31.9 | 86.7 | | | |
| Vocational clubs | 2,090 | 18.1 | 80.7 | | | |
| Service clubs | 4,701 | 40.7 | 88.5 | | | |
| Other activities | 5,787 | 50.1 | 86.9 | | | |
| No activities | 920 | 8.0 | 77.2 | | | |
| How Science Learned³ | | | | | | |
| Read | 5,534 | 47.9 | 85.1 | | | |
| Lab activities | 10,059 | 87.1 | 85.3 | | | |
| Observe demonstrations | 9,869 | 85.4 | 85.7 | | | |
| Listening | 10,574 | 91.5 | 85.1 | | | |
| Lab groups | 9,919 | 85.9 | 85.4 | | | |
| Activity outside | 5,298 | 45.9 | 86.3 | | | |
| Technology | 9,189 | 79.6 | 85.1 | | | |
| Computer Use at Home | | | | | | |
| Almost every day | 2,955 | 25.6 | 84.4 | | | |
| 1-2 times per week | 3,976 | 34.4 | 86.4 | | | |
| 1-2 times per month | 2,472 | 21.4 | 85.1 | | | |
| Hardly ever | 1,259 | 10.9 | 80.8 | | | |
| Never (owns computer) | 301 | 2.6 | 82.7 | | | |
| No computer at home | 314 | 2.7 | 69.4 | | | |
| Not Coded | 274 | 2.4 | 86.5 | | | |
| Post-High School Plans | | | | | | |
| Seek employment | 74 | 0.6 | 74.3 | | | |
| Military service | 200 | 1.7 | 71.5 | | | |
| Trade/business school | 65 | 0.6 | 69.2 | | | |
| Community/junior college | 768 | 6.6 | 66.7 | | | |
| Four-year college | 9,826 | 85.1 | 86.2 | | | |
| Undecided | 263 | 2.3 | 82.5 | | | |
| Other | 90 | 0.8 | 85.6 | | | |
| Not coded | 265 | 2.3 | 87.9 | | | |

Notes: ¹N¹ is the number of students who took an end-of-course test in the indicated subject.

²Percent At or Above Level III² is calculated based on actual N counts and is not summed.

³Section N count does not match the "All Students" N count because students could make multiple selections.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the North Carolina Department of Education, Division of Accountability and Testing

Notes: ¹"N" is the number of students who took an end-of-course test in the indicated subject.
²"Percent At or Above Level III" is calculated based on actual N counts and is not summed.
³Section N count does not match the "All Students" N count because students could make multiple selections.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 19. 2001-02 End-of-Course Goal Summary Report
Algebra I**

| | Scale Score Mean | Number of Observations | # of Items | Mean Percent Correct |
|--|----------------------|---------------------------|----------------------|----------------------------|
| ALGEBRA I | 62.5 | 99,542 | 80 | |
| GOAL 1: Operations on real numbers and polynomials. | | | 36 | 64.1 |
| Obj 1.1: Operate with real numbers. | | | 12 | 56.8 |
| Obj 1.2: Operate with polynomials. | | | 12 | 65.1 |
| Obj 1.3: Factor polynomials. | | | 12 | 70.4 |
| GOAL 2: Solve problems in a geometric context. | | | 12 | 53.6 |
| Obj 2.1: Formulas/algebraic expressions to solve problems. | | | 6 | 53.6 |
| Obj 2.2: Express algebraically various geometric patterns. | | | 6 | 53.6 |
| GOAL 3: Graph and use relations and functions to solve problems. | | | 168 | 53.0 |
| Obj 3.1: Translate words to expressions/equations. | | | 6 | 51.5 |
| Obj 3.2: Properties of data in tables, graphs, equations. | | | 12 | 63.6 |
| Obj 3.3: Distinguish relations vs. functions, independent vs. dependent variables, domain vs. range. | | | 12 | 47.1 |
| Obj 3.4: Graph/interpret in the context of the problems on the coordinate plane. | | | 15 | 56.7 |
| Obj 3.5: Slopes of linear relationships to solve problems. | | | 18 | 53.4 |
| Obj 3.6: Write equation of and graph linear relationships. | | | 18 | 54.0 |
| Obj 3.7: Effects of changes in slope/intercepts on the graph and equation of a line. | | | 18 | 47.3 |
| Obj 3.8: Use linear equations/inequalities to solve problems. | | | 18 | 52.5 |
| Obj 3.9: Use linear equations or inequalities in two variables to solve problems. | | | 15 | 55.6 |
| Obj 3.10: Graph quadratic equations. | | | 12 | 54.6 |
| Obj 3.11: Use quadratic equations to solve problems. | | | 12 | 49.8 |
| Obj 3.12: User formulas/graphs with exponential functions. | | | 12 | 49.5 |
| GOAL 4: Collect/interpret data to solve problems. | | | 24 | 55.9 |
| Obj 4.1: Use matrices to display and interpret data. | | | 6 | 62.0 |
| Obj 4.2: Identify linear and non-linear data. | | | 6 | 53.9 |
| Obj 4.3: Use linear models based on real data. | | | 12 | 53.8 |
| NUMBER OF STUDENTS TAKING FORM | A ----- 33,335 | B ----- 33,123 | C ----- 33,084 | |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 20. 2001-02 End-of-Course Goal Summary Report
Algebra II**

| | Scale Score Mean | Number of Observations | # of Items | Mean Percent Correct |
|---|---------------------|---------------------------|---------------|----------------------------|
| ALGEBRA 2 | 65.2 | 59,013 | 60 | |
| GOAL 1: Operations with numbers and polynomials to solve problems. | | | 24 | 50.0 |
| Obj 1.1: Operate with numbers. | | | 9 | 53.2 |
| Obj 1.2: Operate with algebraic expressions. | | | 15 | 48.1 |
| GOAL 2: Describe geometric figures algebraically in coordinate plane. | | | 9 | 60.1 |
| Obj 2.1: Write equations in standard form of circles and parabolas. | | | 6 | 61.8 |
| GOAL 3: Graph and use relations and functions to solve problems. | | | 120 | 52.0 |
| Obj 3.1: Describe graphically, algebraically, and verbally real world phenomena as functions; identify the independent and dependent variables. | | | 6 | 39.1 |
| Obj 3.2: Translate among graphic, algebraic, and verbal representations of relations. | | | 6 | 55.1 |
| Obj 3.3: Graph relations/functions and find zero of functions. | | | 6 | 69.9 |
| Obj 3.4: Find the composition and inverse of functions. | | | 6 | 58.2 |
| Obj 3.5: Use quadratic equations and inequalities to solve problems. | | | 15 | 51.0 |
| Obj 3.6: Find and interpret the maximum and minimum values and intercepts of a quadratic function. | | | 6 | 42.4 |
| Obj 3.7: Use polynomial equations (to 4th degree) to solve problems. | | | 6 | 68.7 |
| Obj 3.8: Find zeros, intercepts, and approximate turning points of polynomial functions. | | | 6 | 38.6 |
| Obj 3.10: Use rational equations to solve problems. | | | 6 | 43.8 |
| Obj 3.11: Use equations with radical expressions to solve problems. | | | 6 | 59.1 |
| Obj 3.12: Use systems of two or more equations to solve problems. | | | 12 | 56.4 |
| Obj 3.13: Use systems of three or more inequalities to solve problems. | | | 6 | 39.6 |
| Obj 3.14: Use equations and inequalities with absolute value to solve problems. | | | 6 | 53.1 |
| Obj 3.15: Write and graph exponential functions. | | | 6 | 44.7 |
| Obj 3.16: Recognize as inverses the exponential and logarithmic functions. | | | 6 | 63.8 |
| Obj 3.17: Use logarithmic/exponential functions to solve problems. | | | 12 | 46.9 |
| GOAL 4: Collect, organize, and interpret data with functions of best-fit and matrices to solve problems. | | | 27 | 47.3 |
| Obj 4.1: Use equations of curves (linear, exponential, quadratic) which models a set of data. | | | 6 | 39.6 |
| Obj 4.2: Find equations of the curve of best fit (linear, exponential, quadratic) for a set of data. | | | 6 | 39.0 |
| Obj 4.3: Use exponential equations with rate of growth or decay to solve problems. | | | 6 | 47.7 |
| Obj 4.4: Operate with matrices to solve problems. | | | 9 | 57.6 |
| NUMBER OF STUDENTS TAKING FORM | A 19,731 | B 19,639 | C 19,643 | |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 21. 2001-02 End-of-Course Goal Summary Report
Biology**

| | Scale Score Mean | Number of Observations | # of Items | Mean Percent Correct |
|---|---------------------|---------------------------|---------------|----------------------------|
| BIOLOGY | 57.9 | 84,302 | 88 | |
| GOAL 1: Understand physical, chemical, and cellular basis of life | | | 51 | 55.5 |
| Obj 1.1: Matter-energy relationships of living/non-living things | | | 12 | 50.4 |
| Obj 1.2: Describe the structure and function of cell organelles | | | 12 | 52.9 |
| Obj 1.4: Importance of water to cells; transport into/out of cells | | | 6 | 61.9 |
| Obj 1.5: Structure and function of enzymes | | | 6 | 63.5 |
| Obj 1.6: Bioenergetic reactions: aerobic/anaerobic respiration, photosynthesis, chemosynthesis | | | 12 | 56.8 |
| GOAL 2: Continuity of life and changes in organisms over time | | | 81 | 56.3 |
| Obj 2.1: Molecular basis of heredity/DNA; protein synthesis | | | 12 | 53.6 |
| Obj 2.2: Characteristics of asexual and sexual reproduction | | | 12 | 47.4 |
| Obj 2.3: Use laws of probability to predict inheritance patterns | | | 15 | 52.9 |
| Obj 2.4: DNA technology and forensics, medicine, agriculture | | | 12 | 55.8 |
| Obj 2.5: Role of genetics and environment in health and disease | | | 9 | 62.9 |
| Obj 2.6: Examine the development of the Theory of Evolution: origins of life, patterns, variation, natural selection | | | 21 | 62.6 |
| GOAL 3: Understand the unity and diversity of life | | | 48 | 61.0 |
| Obj 3.1: Variety of living organisms and evolutionary relationships | | | 9 | 69.5 |
| Obj 3.2: Classify organisms according to current accepted systems | | | 9 | 62.5 |
| Obj 3.3: Form and function of organisms (plant/animal systems) | | | 15 | 51.6 |
| Obj 3.4: Compare/contrast characteristics of major organism phyla | | | 9 | 55.9 |
| Obj 3.5: Factors that influence growth/development of organisms | | | 9 | 76.7 |
| GOAL 4: Understand ecological relationships of organisms | | | 51 | 57.7 |
| Obj 4.1: Interrelationships of organisms, populations, communities, ecosystems, biomes | | | 9 | 70.4 |
| Obj 4.2: Cycling of matter: water, carbon, and nitrogen in systems | | | 12 | 32.5 |
| Obj 4.3: Explain the flow of energy through ecosystems | | | 12 | 69.1 |
| Obj 4.4: Describe successional changes in ecosystems | | | 6 | 53.9 |
| Obj 4.5: Human activities that influence/modify the environment: global warming, human population growth, pesticides | | | 30 | 64.0 |
| GOAL 5: Behavior of organisms resulting from heredity/environment | | | 9 | 62.0 |
| Obj 5.1: Survival of organisms and suitable adaptations to environmental pressures | | | 9 | 68.4 |
| Obj 5.3: Types of animal behaviors (ex. taxis, reflexes, instincts) | | | 6 | 72.5 |
| Obj 5.4: Biological clocks and rhythmic behavior of organisms | | | 6 | 46.5 |
| Obj 5.5: Evolution of behavioral adaptations; population survivals | | | 6 | 60.8 |
| NUMBER OF STUDENTS | A | B | C | |
| TAKING FORM | 28,302 | 28,053 | 27,947 | |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 22. 2001-02 End-of-Course Goal Summary Report
Chemistry**

| | Scale Score Mean | Number of Observations | # of Items | Mean Percent Correct |
|--|---------------------|---------------------------|---------------|----------------------------|
| CHEMISTRY | 60.0 | 43,737 | 88 | |
| GOAL 1: Understand the structure and properties of matter | | | 72 | 49.3 |
| Obj 1.1: Summarize the development of current atomic theory | | | 6 | 51.9 |
| Obj 1.2: Nature of atomic structure (ex. protons, neutrons, electrons, atomic mass, atomic number, isotopes) | | | 12 | 58.0 |
| Obj 1.3: Apply the language and symbols of chemistry | | | 12 | 62.9 |
| Obj 1.4: Identify substances using their physical properties (ex. melting/boiling points, density, color, solubility) | | | 9 | 47.7 |
| Obj 1.5: Atomic nucleus, radioactive isotopes and their application | | | 12 | 45.7 |
| Obj 1.6: Kinetic molecular theory: Ideal Gas Equation, Combined Gas Law, Graham's Law, Dalton's Law of Partial Pressures | | | 12 | 42.4 |
| Obj 1.7: Compound structure relating bonding/molecular geometry to chemical/physical properties (ionic/covalent/metallic bonds) | | | 9 | 33.0 |
| GOAL 2: Understand the regularities of chemistry | | | 93 | 55.6 |
| Obj 2.1: Use the Periodic Table and analyze the periodic nature of the chemical properties of elements | | | 15 | 52.8 |
| Obj 2.2: Analyze the mole concept and Avogadro's number; calculate mole to molecule, mass to moles, gas volume to moles, molarity | | | 15 | 57.2 |
| Obj 2.3: Identify and balance various types of chemical equations | | | 21 | 65.0 |
| Obj 2.4: Calculate quantitative relationships in chemical reactions | | | 18 | 52.4 |
| Obj 2.5: Indicators of chemical reactions: formation of precipitate, evolution of gases, color change, absorption/release of heat | | | 12 | 62.5 |
| Obj 2.6: Electron transfers in oxidation/reduction reactions: identify oxidizing/reduction agents and their practical applications | | | 12 | 38.9 |
| GOAL 3: Build an understanding of energy changes in chemistry | | | 51 | 48.4 |
| Obj 3.1: Changes (emission/absorption) in electron energies in the hydrogen atom (electromagnetic radiation, light, photons) | | | 9 | 48.6 |
| Obj 3.2: Energy conservation and transformation in chemical reactions | | | 12 | 52.7 |
| Obj 3.3: Compare/contrast the nature of heat and temperature | | | 12 | 49.1 |
| Obj 3.4: Calorimetric measurement and energy in changes of state | | | 12 | 48.8 |
| Obj 3.5: Energy transfer and disorder in the universe | | | 6 | 37.2 |
| GOAL 4: Build an understanding of equilibrium and kinetics | | | 48 | 49.1 |
| Obj 4.1: Dynamics of physical and chemical equilibria | | | 9 | 60.0 |
| Obj 4.2: Factors that alter the equilibrium in a chemical reaction | | | 12 | 34.9 |
| Obj 4.3: Reaction rates and factors that influence reaction rates | | | 12 | 53.0 |
| Obj 4.4: Nature, behavior, concentration and strength in acids/bases | | | 15 | 50.7 |
| NUMBER OF STUDENTS TAKING FORM | G 14,574 | H 14,593 | I 14,570 | |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 23. 2001-02 End-of-Course Goal Summary Report
Economic, Legal, and Political Systems**

| | Number of Observations | Number of Items /Area | Mean Scale Score** | |
|---|---------------------------|-----------------------------|--------------------------|--------|
| The 1997 State Average of 53.8 is the point of comparison for Economic, Legal, and Political Systems Scale Scores. | 95,817 | 100/99* | 55.6 | |
| GOAL 1: Awareness and understanding of issues and problems confronting the American economic, legal, and political systems. | | 36 | 52.3 | |
| GOAL 2: Knowledge of the rights and an understanding of the obligations of responsible citizenship. | | 45 | 52.5 | |
| GOAL 3: Understand how and why individuals and groups make economic decisions. | | 40 | 53.8 | |
| GOAL 4: Features of the United States economic system. | | 44 | 53.4 | |
| GOAL 5: Factors influencing the United States economy. | | 44 | 54.2 | |
| GOAL 6: Understand the function and importance of the North Carolina and United States' constitutions. | | 44 | 54.6 | |
| GOAL 7: Know the structure and functions of local, state, and national governments and understand their relationships. | | 40 | 53.9 | |
| GOAL 8: Understand why laws are needed and how they are enacted, implemented, and enforced. | | 44 | 54.3 | |
| GOAL 9: Understand how political and legal systems provide for balancing competing interests and resolving conflicts. | | 40 | 54.1 | |
| GOAL 10: Understand the influence of ethical and moral principles and religious beliefs on the development of our economic, legal, and political systems. | | 20 | 53.9 | |
| Economics | | 209 | 54.7 | |
| Law and Government | | 188 | 56.0 | |
| <hr/> | | | | |
| NUMBER OF STUDENTS TAKING FORM | A | E*** | F | G |
| | 32,065 | 121 | 31,984 | 31,647 |

Notes: *Forms E, F, and G contain 99 scored questions. Form A has 100.

**The "Mean Scale Score" accounts for the difficulty in each set of items for each goal.

***Form E was used in summer school only.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 24. 2001-02 End-of-Course Goal Summary Report
English I**

| | Number of Observations | Number of Items /Area | Mean Scale Score* | | |
|---|---------------------------|-----------------------------|-------------------------|----------------------|----------------------|
| The 1995 State Average of 53.1 is the point of comparison for English I Scale Scores. | 97,662 | 72 | 55.7 | | |
| GOAL 1: Use strategies and processes that enhance control of communication skills development. | | 152 | 53.7 | | |
| GOAL 2: Use language for the acquisition, interpretation, and application of information. | | 154 | 55.8 | | |
| Obj 2.1: Identify, collect, or select information and ideas. | | 24 | 53.2 | | |
| Obj 2.2: Analyze, synthesize, and organize information and discover related ideas, concepts, and generalizations. | | 96 | 55.8 | | |
| Obj 2.3: Apply, extend, and expand on information and concepts. | | 34 | 52.8 | | |
| GOAL 3: Use language for critical analysis and evaluation. | | 54 | 54.3 | | |
| GOAL 4: Use language for aesthetic and personal response (not tested). | | | | | |
| Editing | | 150 | 53.7 | | |
| Textual Analysis | | 210 | 56.3 | | |
| NUMBER OF STUDENTS TAKING FORM | J ----- 9,818 | L ----- 10,218 | N ----- 22,744 | P ----- 22,777 | Q ----- 32,105 |

Notes: * The "Mean Scale Scores" accounts for the difficulty in each set of items for each goal.
Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 25. 2001-02 End-of-Course Goal Summary Report
Geometry**

| | Scale Score Mean | Number of Observations | # of Items | Mean Percent Correct |
|---|---------------------|---------------------------|---------------|----------------------------|
| GEOMETRY | 60.5 | 69,139 | 72 | |
| GOAL 2: Use properties of geometric figures to solve problems and write proofs | | | 186 | 57.5 |
| Obj 2.3: Find the length and midpoint of a segment in two or three dimensions to solve problems | | | 9 | 70.5 |
| Obj 2.5: Use the structure (definitions, postulates, theorems, properties) of deductive reasoning to solve problems | | | 9 | 63.7 |
| Obj 2.7: Write direct and indirect proofs | | | 9 | 61.4 |
| Obj 2.8: Use properties, definitions, and theorems of angles and lines to solve problems and write proofs | | | 18 | 70.8 |
| Obj 2.9: Use properties, definitions, and theorems of polygons | | | 12 | 48.2 |
| Obj 2.10: Identify and model regular and non-regular polyhedra | | | 6 | 69.1 |
| Obj 2.11: Use coordinate geometry to confirm properties of polygons | | | 12 | 58.9 |
| Obj 2.12: Properties of quadrilaterals to solve problems/write proofs | | | 9 | 55.6 |
| Obj 2.13: Properties of triangles: similar, congruent, isosceles, equilateral triangles; relationships of corresponding parts of triangles; altitudes, bisectors, medians | | | 18 | 58.0 |
| Obj 2.14: Properties of triangles: interior/exterior angles; segment joining midpoints of sides; segments divided proportionally | | | 9 | 67.7 |
| Obj 2.15: Properties of right triangles: geometric mean; Pythagorean Theorem and its converse; special right triangles, definitions of sine, cosine, and tangent | | | 21 | 54.5 |
| Obj 2.16: Properties of circles: definition of circle; equations of circle, center, radius length; congruent and concentric circles, and their common tangents; inscribed figures | | | 18 | 47.4 |
| Obj 2.17: Properties of circles: arcs and angles; chords, tangents, secants, and radii of a circle | | | 9 | 60.1 |
| Obj 2.19: Use formulas to solve problems related to perimeter, circumference, areas, surface area of geometric figures, and ratios of these parts of similar figures | | | 15 | 47.3 |
| GOAL 3: Solve problems with geometric figures on a coordinate plane | | | 21 | 45.7 |
| Obj 3.1: Use slopes to determine if two lines are parallel or perpendicular | | | 6 | 42.9 |
| Obj 3.2: Write the equation of a line parallel or perpendicular to a give line through a point | | | 6 | 42.0 |
| Obj 3.3: Transform polygons in the coordinate plane; describe transformation in simple algebraic terms. | | | 9 | 50.1 |
| GOAL 4: Use geometric figures to solve problems with probability | | | 9 | 50.2 |
| NUMBER OF STUDENTS TAKING FORM | A 23,080 | B 23,008 | C 23,051 | |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 26. 2001-02 End-of-Course Goal Summary Report
Physical Science

| | Scale Score Mean | Number of Observations | # of Items | Mean Percent Correct |
|--|----------------------|---------------------------|----------------------|----------------------------|
| PHYSICAL SCIENCE | 55.8 | 39,783 | 86 | |
| GOAL 1: Construct an understanding of mechanics | | | 48 | 53.8 |
| Obj 1.1: Analyze uniform and accelerated motion | | | 18 | 54.8 |
| Obj 1.2: Forces and their relationship to motion, Newton's Three Laws of Motion | | | 15 | 53.6 |
| Obj 1.3: Analyze the conservation of energy and work | | | 15 | 52.8 |
| GOAL 2: Build an understanding of thermal energy | | | 24 | 52.0 |
| Obj 2.1: Relation of molecular motion to temperature/phase changes | | | 9 | 57.2 |
| Obj 2.2: Conservation of total amount of energy in a closed system First Law of Thermodynamics | | | 6 | 56.9 |
| Obj 2.3: Second Law of Thermodynamics (heat will not flow from cold to hot body) | | | 9 | 43.4 |
| GOAL 3: Construct an understanding of electricity and magnetism | | | 36 | 50.8 |
| Obj 3.2: Electrical charging by friction, induction, or conduction | | | 9 | 35.0 |
| Obj 3.3: Direct current electrical circuits | | | 9 | 50.9 |
| Obj 3.4: Magnetism and relation to movement of electrical charge | | | 12 | 57.8 |
| GOAL 4: Understand wave motion and the wave nature of sound and light | | | 15 | 52.7 |
| Obj 4.1: Character of waves (wavelength/frequency/period/amplitude) | | | 9 | 54.2 |
| GOAL 5: Understand the structure and properties of matter | | | 54 | 47.2 |
| Obj 5.1: Development of current atomic theory | | | 9 | 40.7 |
| Obj 5.2: Atomic structure (ex. protons, neutrons, electrons) | | | 12 | 54.0 |
| Obj 5.3: Radioactivity and its application as an energy source | | | 6 | 40.2 |
| Obj 5.4: Use physical properties in identifying substances (density specific heat, melting point, boiling point) | | | 9 | 44.8 |
| Obj 5.5: Formation of simple inorganic compounds from elements | | | 6 | 40.3 |
| Obj 5.6: Periodic trends in elements physical/chemical properties | | | 12 | 53.8 |
| GOAL 6: Understand regularities of chemistry | | | 81 | 48.1 |
| Obj 6.1: Common chemical reactions (ex. oxidation, reduction) | | | 6 | 46.5 |
| Obj 6.2: Identify reactants, products, and balance simple equations | | | 18 | 56.4 |
| Obj 6.3: Measure temperature, pressure, and volume of gases (Boyle's Law, Charles' Law) | | | 9 | 38.0 |
| Obj 6.4: Analyze aqueous solutions and solubility | | | 21 | 53.3 |
| Obj 6.5: Indicators of chemical change (ex. precipitates, gases) | | | 15 | 46.6 |
| Obj 6.6: Composition of strong/weak solutions of acids or bases: ex. degree of dissociation/ionization, pH, concentration | | | 12 | 36.6 |
| NUMBER OF STUDENTS TAKING FORM | H ----- 13,302 | I ----- 13,235 | J ----- 13,246 | |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 27. 2001-02 End-of-Course Goal Summary Report
Physics**

| | Scale Score Mean | Number of Observations | # of Items | Mean Percent Correct |
|--|---------------------|---------------------------|---------------|----------------------------|
| PHYSICS | 60.7 | 11,551 | 70 | |
| GOAL 1: Build an understanding of physical motion | | | 27 | 67.3 |
| Obj 1.1: Velocity as a rate of change of position | | | 6 | 79.5 |
| Obj 1.2: Speed and velocity as scalar and vector quantities | | | 6 | 55.0 |
| Obj 1.4: Acceleration as rate of change in velocity | | | 6 | 75.2 |
| Obj 1.5: Analyze graphically and mathematically the relationships among position, velocity, acceleration, and time | | | 6 | 63.8 |
| GOAL 2: Understand two-dimensional motion | | | 15 | 54.3 |
| Obj 2.1: Projectile and circular two-dimensional motion in a defined frame of reference | | | 6 | 54.7 |
| GOAL 3: Understand forces | | | 21 | 57.6 |
| Obj 3.1: Conditions required to maintain body in state of static equilibrium | | | 6 | 65.6 |
| Obj 3.2: Nature and magnitude of gravitational forces (Newton's Law of Universal Gravitation) | | | 6 | 45.0 |
| Obj 3.4: Nature of centripetal forces | | | 6 | 65.0 |
| GOAL 4: Understand Newton's Laws of Motion | | | 21 | 65.2 |
| Obj 4.1: Newton's 1st Law of Motion, The Law of Inertia | | | 9 | 71.5 |
| Obj 4.2: Newton's 2nd Law (force/mass of body produce acceleration) | | | 6 | 68.9 |
| Obj 4.3: Newton's 3rd Law (forces as interactions between bodies) | | | 6 | 51.9 |
| GOAL 5: Understand nature of mechanical energy | | | 21 | 59.6 |
| Obj 5.3: Principle of conservation of mechanical energy | | | 6 | 65.3 |
| Obj 5.4: Transfer of mechanical energy through work | | | 9 | 48.1 |
| GOAL 6: Understand impulse and momentum | | | 15 | 58.0 |
| GOAL 7: Understand wave motion and the wave nature of sound and light | | | 42 | 58.4 |
| Obj 7.1: Character of waves (wavelength/frequency/period/amplitude) | | | 12 | 70.8 |
| Obj 7.2: Behavior of waves in various media | | | 6 | 58.1 |
| Obj 7.3: Behavior of waves at media boundaries (reflection/refraction) | | | 12 | 52.3 |
| Obj 7.4: Analyze the diffraction of waves | | | 6 | 50.2 |
| GOAL 8: Understand basic elementary principles of thermodynamics | | | 12 | 65.6 |
| Obj 8.2: Conservation of energy using First Law of Thermodynamics | | | 6 | 71.2 |
| GOAL 9: Understand static electricity | | | 12 | 43.7 |
| Obj 9.1: Coulomb's Law: inverse square relationship among force, charge, and distance | | | 6 | 44.3 |
| GOAL 10: Understand direct current electrical circuits | | | 24 | 65.1 |
| Obj 10.1: Relationship among potential difference, current, and resistance in a direct current circuit | | | 9 | 72.6 |
| Obj 10.2: Relationship among current, voltage, and resistance in series and parallel circuits | | | 9 | 59.5 |
| Obj 10.3: Nature of power in an electrical circuit | | | 6 | 62.3 |
| NUMBER OF STUDENTS TAKING FORM | F 3,891 | G 3,844 | H 3,816 | |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 28. 2001-02 End-of-Course Goal Summary Report
U.S. History**

| | Number of Observations | Number of Items /Area | Mean Scale Score** | | |
|--|---------------------------|-----------------------------|--------------------------|--------|--------|
| The 1995 State Average of 56.2 is the point of comparison for U.S. History Scale Scores. | 77,527 | 100/99* | 56.4 | | |
| GOAL 1: Analyze elements in the American colonial experience that led to separation from England. | | 35 | 53.9 | | |
| GOAL 2: Apply ideas of self-government as expressed in America's founding documents. | | 40 | 54.4 | | |
| GOAL 3: Judge effectiveness of the institutions of the new nation in completing its independence (1781-1815). | | 30 | 53.8 | | |
| GOAL 4: Assess the contending goals of nationalism and sectionalism in the period 1815-1850. | | 49 | 54.3 | | |
| GOAL 5: Evaluate the Civil War and Reconstruction as an affirmation of the power of the national government. | | 35 | 53.5 | | |
| GOAL 6: Interpret economic, social, and political trends of the late 19th and early 20th centuries. | | 30 | 54.0 | | |
| GOAL 7: Analyze the causes and effects of the United States' involvement in international affairs. | | 49 | 54.3 | | |
| GOAL 8: Appraise the economic, social, and political changes of the decades of the 1920s and 1930s. | | 40 | 53.9 | | |
| GOAL 9: Analyze and evaluate the significance of causes, events, and effects of the World War II era. | | 50 | 55.6 | | |
| GOAL 10: Trace economic and social developments and assess their significance for the lives of Americans in the last half-century. | | 50 | 56.3 | | |
| GOAL 11: Analyze changes in American political life in the last half-century. | | 50 | 55.2 | | |
| GOAL 12: Evaluate the conduct of United States' foreign policy over the last half-century. | | 40 | 55.4 | | |
| | | | | | |
| NUMBER OF STUDENTS | S | T | V | W | X |
| TAKING FORM | 17,809 | 8,101 | 7,992 | 17,800 | 25,825 |

Notes: * Forms W and X contain 99 scored questions; the other forms have 100.

** The "Mean Scale Score" accounts for the difficulty in each set of items for each goal.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 29. 2001-02 End-of-Course Distribution of Scale Scores
Algebra I**

| | | | |
|--------------------------------------|--------|------------------------|-------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 99,542 | <u>HIGH SCORE</u> | 96 |
| | | <u>LOW SCORE</u> | 31 |
| <u>MEAN</u> | 62.5 | 2002 STATE PERCENTILES | SCALE SCORE |
| <u>STANDARD DEVIATION</u> | 9.8 | 90 | 75.34 |
| | | 75 | 69.27 |
| <u>VARIANCE</u> | 96.1 | 50 (<u>MEDIAN</u>) | 62.32 |
| | | 25 | 55.43 |
| | | 10 | 49.82 |

FREQUENCY DISTRIBUTION

| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 2001 STATE PERCENTILE |
|-------------|-----------|----------------------|---------|--------------------|-----------------------|
| 96 | 16 | 99542 | 0.02 | 100.00 | 99 |
| 95 | 18 | 99526 | 0.02 | 99.98 | 99 |
| 94 | 43 | 99508 | 0.04 | 99.97 | 99 |
| 93 | 39 | 99465 | 0.04 | 99.92 | 99 |
| 92 | 44 | 99426 | 0.04 | 99.88 | 99 |
| 91 | 97 | 99382 | 0.10 | 99.84 | 99 |
| 90 | 71 | 99285 | 0.07 | 99.74 | 99 |
| 89 | 154 | 99214 | 0.15 | 99.67 | 99 |
| 88 | 191 | 99060 | 0.19 | 99.52 | 99 |
| 87 | 128 | 98869 | 0.13 | 99.32 | 99 |
| 86 | 402 | 98741 | 0.40 | 99.20 | 99 |
| 85 | 311 | 98339 | 0.31 | 98.79 | 99 |
| 84 | 372 | 98028 | 0.37 | 98.48 | 99 |
| 83 | 377 | 97656 | 0.38 | 98.11 | 99 |
| 82 | 684 | 97279 | 0.69 | 97.73 | 98 |
| 81 | 754 | 96595 | 0.76 | 97.04 | 98 |
| 80 | 866 | 95841 | 0.87 | 96.28 | 97 |
| 79 | 969 | 94975 | 0.97 | 95.41 | 97 |
| 78 | 1025 | 94006 | 1.03 | 94.44 | 96 |
| 77 | 1899 | 92981 | 1.91 | 93.41 | 95 |
| 76 | 1199 | 91082 | 1.20 | 91.50 | 94 |
| 75 | 1835 | 89883 | 1.84 | 90.30 | 93 |
| 74 | 1884 | 88048 | 1.89 | 88.45 | 91 |
| 73 | 2118 | 86164 | 2.13 | 86.56 | 90 |
| 72 | 2728 | 84046 | 2.74 | 84.43 | 88 |
| 71 | 2220 | 81318 | 2.23 | 81.69 | 86 |
| 70 | 3722 | 79098 | 3.74 | 79.46 | 83 |
| 69 | 3159 | 75376 | 3.17 | 75.72 | 80 |
| 68 | 2663 | 72217 | 2.68 | 72.55 | 77 |
| 67 | 4033 | 69554 | 4.05 | 69.87 | 74 |
| 66 | 3493 | 65521 | 3.51 | 65.82 | 70 |
| 65 | 2878 | 62028 | 2.89 | 62.31 | 67 |
| 64 | 4373 | 59150 | 4.39 | 59.42 | 63 |
| 63 | 4471 | 54777 | 4.49 | 55.03 | 59 |
| 62 | 3036 | 50306 | 3.05 | 50.54 | 55 |
| 61 | 3896 | 47270 | 3.91 | 47.49 | 51 |
| 60 | 4557 | 43374 | 4.58 | 43.57 | 46 |
| 59 | 3952 | 38817 | 3.97 | 39.00 | 42 |
| 58 | 2970 | 34865 | 2.98 | 35.03 | 38 |
| 57 | 4485 | 31895 | 4.51 | 32.04 | 34 |
| 56 | 2227 | 27410 | 2.24 | 27.54 | 30 |
| 55 | 4190 | 25183 | 4.21 | 25.30 | 26 |
| 54 | 2138 | 20993 | 2.15 | 21.09 | 23 |
| 53 | 2809 | 18855 | 2.82 | 18.94 | 20 |
| 52 | 2490 | 16046 | 2.50 | 16.12 | 17 |
| 51 | 2426 | 13556 | 2.44 | 13.62 | 14 |
| 50 | 1732 | 11130 | 1.74 | 11.18 | 12 |
| 49 | 1616 | 9398 | 1.62 | 9.44 | 10 |
| 48 | 1553 | 7782 | 1.56 | 7.82 | 8 |
| 47 | 1369 | 6229 | 1.38 | 6.26 | 6 |
| 46 | 1156 | 4860 | 1.16 | 4.88 | 5 |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 29. 2001-02 End-of-Course Distribution of Scale Scores
Algebra I (continued)**

FREQUENCY DISTRIBUTION

| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 2001 STATE PERCENTILE |
|----------------|-----------|-------------------------|---------|-----------------------|--------------------------|
| 45 | 1012 | 3704 | 1.02 | 3.72 | 4 |
| 44 | 835 | 2692 | 0.84 | 2.70 | 3 |
| 43 | 597 | 1857 | 0.60 | 1.87 | 2 |
| 42 | 428 | 1260 | 0.43 | 1.27 | 1 |
| 41 | 299 | 832 | 0.30 | 0.84 | 1 |
| 40 | 230 | 533 | 0.23 | 0.54 | 1 |
| 39 | 161 | 303 | 0.16 | 0.30 | 1 |
| 38 | 68 | 142 | 0.07 | 0.14 | 1 |
| 37 | 40 | 74 | 0.04 | 0.07 | 1 |
| 36 | 10 | 34 | 0.01 | 0.03 | 1 |
| LESS THAN 36 | 24 | 24 | 0.02 | 0.02 | 1 |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 30. 2001-02 End-of-Course Distribution of Scale Scores
Algebra II**

| | | | |
|--------------------------------------|--------|-------------------------------|--------------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 59,013 | <u>HIGH SCORE</u> | 102 |
| | | <u>LOW SCORE</u> | 34 |
| <u>MEAN</u> | 65.2 | 2002 STATE <u>PERCENTILES</u> | <u>SCALE SCORE</u> |
| <u>STANDARD DEVIATION</u> | 10.2 | 90 | 78.36 |
| | | 75 | 72.17 |
| | | 50 (MEDIAN) | 65.04 |
| <u>VARIANCE</u> | 104.3 | 25 | 58.03 |
| | | 10 | 52.00 |

FREQUENCY DISTRIBUTION

| <u>SCALE SCORE</u> | <u>FREQUENCY</u> | <u>CUMULATIVE FREQUENCY</u> | <u>PERCENT</u> | <u>CUMULATIVE PERCENT</u> | <u>2001 STATE PERCENTILE</u> |
|--------------------|------------------|-----------------------------|----------------|---------------------------|------------------------------|
| 102 | 1 | 59013 | 0.00 | 100.00 | 99 |
| 101 | 9 | 59012 | 0.02 | 100.00 | 99 |
| 99 | 22 | 59003 | 0.04 | 99.98 | 99 |
| 97 | 36 | 58981 | 0.06 | 99.95 | 99 |
| 95 | 75 | 58945 | 0.13 | 99.88 | 99 |
| 93 | 115 | 58870 | 0.19 | 99.76 | 99 |
| 91 | 168 | 58755 | 0.28 | 99.56 | 99 |
| 90 | 141 | 58587 | 0.24 | 99.28 | 99 |
| 89 | 92 | 58446 | 0.16 | 99.04 | 99 |
| 88 | 309 | 58354 | 0.52 | 98.88 | 99 |
| 87 | 204 | 58045 | 0.35 | 98.36 | 99 |
| 86 | 445 | 57841 | 0.75 | 98.01 | 99 |
| 85 | 180 | 57396 | 0.31 | 97.26 | 98 |
| 84 | 500 | 57216 | 0.85 | 96.95 | 98 |
| 83 | 601 | 56716 | 1.02 | 96.11 | 97 |
| 82 | 652 | 56115 | 1.10 | 95.09 | 96 |
| 81 | 455 | 55463 | 0.77 | 93.98 | 96 |
| 80 | 835 | 55008 | 1.41 | 93.21 | 95 |
| 79 | 877 | 54173 | 1.49 | 91.80 | 94 |
| 78 | 1339 | 53296 | 2.27 | 90.31 | 92 |
| 77 | 1159 | 51957 | 1.96 | 88.04 | 90 |
| 76 | 1133 | 50798 | 1.92 | 86.08 | 89 |
| 75 | 1287 | 49665 | 2.18 | 84.16 | 87 |
| 74 | 1339 | 48378 | 2.27 | 81.98 | 85 |
| 73 | 2043 | 47039 | 3.46 | 79.71 | 82 |
| 72 | 2238 | 44996 | 3.79 | 76.25 | 79 |
| 71 | 2322 | 42758 | 3.93 | 72.46 | 75 |
| 70 | 1853 | 40436 | 3.14 | 68.52 | 72 |
| 69 | 1902 | 38583 | 3.22 | 65.38 | 69 |
| 68 | 2076 | 36681 | 3.52 | 62.16 | 66 |
| 67 | 2041 | 34605 | 3.46 | 58.64 | 62 |
| 66 | 2059 | 32564 | 3.49 | 55.18 | 59 |
| 65 | 2169 | 30505 | 3.68 | 51.69 | 55 |
| 64 | 2186 | 28336 | 3.70 | 48.02 | 51 |
| 63 | 2164 | 26150 | 3.67 | 44.31 | 48 |
| 62 | 2277 | 23986 | 3.86 | 40.65 | 44 |
| 61 | 2304 | 21709 | 3.90 | 36.79 | 40 |
| 60 | 1441 | 19405 | 2.44 | 32.88 | 36 |
| 59 | 2219 | 17964 | 3.76 | 30.44 | 33 |
| 58 | 2096 | 15745 | 3.55 | 26.68 | 29 |
| 57 | 2009 | 13649 | 3.40 | 23.13 | 25 |
| 56 | 1260 | 11640 | 2.14 | 19.72 | 22 |
| 55 | 637 | 10380 | 1.08 | 17.59 | 20 |
| 54 | 1762 | 9743 | 2.99 | 16.51 | 18 |
| 53 | 1620 | 7981 | 2.75 | 13.52 | 15 |
| 52 | 927 | 6361 | 1.57 | 10.78 | 12 |
| 51 | 457 | 5434 | 0.77 | 9.21 | 11 |
| 50 | 1267 | 4977 | 2.15 | 8.43 | 9 |
| 49 | 728 | 3710 | 1.23 | 6.29 | 7 |
| 48 | 623 | 2982 | 1.06 | 5.05 | 5 |
| 47 | 573 | 2359 | 0.97 | 4.00 | 4 |
| 46 | 592 | 1786 | 1.00 | 3.03 | 3 |
| 45 | 322 | 1194 | 0.55 | 2.02 | 2 |
| 44 | 357 | 872 | 0.60 | 1.48 | 1 |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 30. 2001-02 End-of-Course Distribution of Scale Scores
Algebra II (continued)**

FREQUENCY DISTRIBUTION

| <u>SCALE SCORE</u> | <u>FREQUENCY</u> | <u>CUMULATIVE FREQUENCY</u> | <u>PERCENT</u> | <u>CUMULATIVE PERCENT</u> | <u>2001 STATE PERCENTILE</u> |
|------------------------|------------------|---------------------------------|----------------|-------------------------------|----------------------------------|
| 43 | 99 | 515 | 0.17 | 0.87 | 1 |
| 42 | 189 | 416 | 0.32 | 0.70 | 1 |
| 41 | 111 | 227 | 0.19 | 0.38 | 1 |
| 40 | 66 | 116 | 0.11 | 0.20 | 1 |
| 39 | 28 | 50 | 0.05 | 0.08 | 1 |
| 38 | 16 | 22 | 0.03 | 0.04 | 1 |
| LESS THAN 38 | 6 | 6 | 0.01 | 0.01 | 1 |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 31. 2001-02 End-of-Course Distribution of Scale Scores
Biology

| | | | |
|--------------------------------------|--------|------------------------|-------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 84,302 | <u>HIGH SCORE</u> | 85 |
| | | <u>LOW SCORE</u> | 31 |
| <u>MEAN</u> | 57.9 | 2002 STATE PERCENTILES | SCALE SCORE |
| STANDARD DEVIATION | 7.6 | 90 | 67.35 |
| | | 75 | 63.16 |
| | | 50 (MEDIAN) | 58.22 |
| <u>VARIANCE</u> | 57.8 | 25 | 52.82 |
| | | 10 | 47.45 |

FREQUENCY DISTRIBUTION

| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 2002 STATE PERCENTILE |
|--------------|-----------|----------------------|---------|--------------------|-----------------------|
| 85 | 1 | 84302 | 0.00 | 100.00 | 99 |
| 83 | 11 | 84301 | 0.01 | 100.00 | 99 |
| 82 | 16 | 84290 | 0.02 | 99.99 | 99 |
| 81 | 8 | 84274 | 0.01 | 99.97 | 99 |
| 80 | 51 | 84266 | 0.06 | 99.96 | 99 |
| 79 | 33 | 84215 | 0.04 | 99.90 | 99 |
| 78 | 126 | 84182 | 0.15 | 99.86 | 99 |
| 77 | 167 | 84056 | 0.20 | 99.71 | 99 |
| 76 | 215 | 83889 | 0.26 | 99.51 | 99 |
| 75 | 319 | 83674 | 0.38 | 99.26 | 99 |
| 74 | 379 | 83355 | 0.45 | 98.88 | 99 |
| 73 | 439 | 82976 | 0.52 | 98.43 | 98 |
| 72 | 931 | 82537 | 1.10 | 97.91 | 97 |
| 71 | 715 | 81606 | 0.85 | 96.80 | 96 |
| 70 | 1642 | 80891 | 1.95 | 95.95 | 95 |
| 69 | 916 | 79249 | 1.09 | 94.01 | 93 |
| 68 | 2098 | 78333 | 2.49 | 92.92 | 92 |
| 67 | 2413 | 76235 | 2.86 | 90.43 | 89 |
| 66 | 2684 | 73822 | 3.18 | 87.57 | 86 |
| 65 | 3055 | 71138 | 3.62 | 84.38 | 83 |
| 64 | 3730 | 68083 | 4.42 | 80.76 | 79 |
| 63 | 3328 | 64353 | 3.95 | 76.34 | 74 |
| 62 | 4199 | 61025 | 4.98 | 72.39 | 70 |
| 61 | 4953 | 56826 | 5.88 | 67.41 | 64 |
| 60 | 3922 | 51873 | 4.65 | 61.53 | 59 |
| 59 | 4655 | 47951 | 5.52 | 56.88 | 54 |
| 58 | 4124 | 43296 | 4.89 | 51.36 | 49 |
| 57 | 3966 | 39172 | 4.70 | 46.47 | 44 |
| 56 | 4682 | 35206 | 5.55 | 41.76 | 39 |
| 55 | 4634 | 30524 | 5.50 | 36.21 | 33 |
| 54 | 3078 | 25890 | 3.65 | 30.71 | 29 |
| 53 | 2567 | 22812 | 3.05 | 27.06 | 26 |
| 52 | 3543 | 20245 | 4.20 | 24.01 | 22 |
| 51 | 2648 | 16702 | 3.14 | 19.81 | 18 |
| 50 | 2488 | 14054 | 2.95 | 16.67 | 15 |
| 49 | 1805 | 11566 | 2.14 | 13.72 | 13 |
| 48 | 1231 | 9761 | 1.46 | 11.58 | 11 |
| 47 | 1838 | 8530 | 2.18 | 10.12 | 9 |
| 46 | 1294 | 6692 | 1.53 | 7.94 | 7 |
| 45 | 953 | 5398 | 1.13 | 6.40 | 6 |
| 44 | 1303 | 4445 | 1.55 | 5.27 | 4 |
| 43 | 649 | 3142 | 0.77 | 3.73 | 3 |
| 42 | 774 | 2493 | 0.92 | 2.96 | 2 |
| 41 | 502 | 1719 | 0.60 | 2.04 | 2 |
| 40 | 540 | 1217 | 0.64 | 1.44 | 1 |
| 39 | 342 | 677 | 0.41 | 0.80 | 1 |
| 38 | 196 | 335 | 0.23 | 0.40 | 1 |
| 37 | 88 | 139 | 0.10 | 0.16 | 1 |
| 36 | 40 | 51 | 0.05 | 0.06 | 1 |
| LESS THAN 36 | 11 | 11 | 0.01 | 0.01 | 1 |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 32. 2001-02 End-of-Course Distribution of Scale Scores
Chemistry

| | | | |
|--------------------------------------|--------|------------------------|-------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 43,737 | HIGH SCORE | 89 |
| MEAN | 60.0 | LOW SCORE | 33 |
| STANDARD DEVIATION | 8.2 | 2002 STATE PERCENTILES | SCALE SCORE |
| VARIANCE | 66.5 | 90 | 70.56 |
| | | 75 | 65.66 |
| | | 50 (MEDIAN) | 59.97 |
| | | 25 | 54.22 |
| | | 10 | 49.01 |

FREQUENCY DISTRIBUTION

| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 2002 STATE PERCENTILE |
|--------------|-----------|----------------------|---------|--------------------|-----------------------|
| 89 | 1 | 43737 | 0.00 | 100.00 | 99 |
| 88 | 2 | 43736 | 0.00 | 100.00 | 99 |
| 87 | 7 | 43734 | 0.02 | 99.99 | 99 |
| 86 | 18 | 43727 | 0.04 | 99.98 | 99 |
| 85 | 12 | 43709 | 0.03 | 99.94 | 99 |
| 84 | 17 | 43697 | 0.04 | 99.91 | 99 |
| 83 | 41 | 43680 | 0.09 | 99.87 | 99 |
| 82 | 51 | 43639 | 0.12 | 99.78 | 99 |
| 81 | 93 | 43588 | 0.21 | 99.66 | 99 |
| 80 | 98 | 43495 | 0.22 | 99.45 | 99 |
| 79 | 91 | 43397 | 0.21 | 99.22 | 99 |
| 78 | 202 | 43306 | 0.46 | 99.01 | 99 |
| 77 | 217 | 43104 | 0.50 | 98.55 | 98 |
| 76 | 421 | 42887 | 0.96 | 98.06 | 98 |
| 75 | 243 | 42466 | 0.56 | 97.09 | 97 |
| 74 | 565 | 42223 | 1.29 | 96.54 | 96 |
| 73 | 671 | 41658 | 1.53 | 95.25 | 94 |
| 72 | 771 | 40987 | 1.76 | 93.71 | 93 |
| 71 | 909 | 40216 | 2.08 | 91.95 | 91 |
| 70 | 1029 | 39307 | 2.35 | 89.87 | 89 |
| 69 | 1126 | 38278 | 2.57 | 87.52 | 86 |
| 68 | 1304 | 37152 | 2.98 | 84.94 | 83 |
| 67 | 1527 | 35848 | 3.49 | 81.96 | 80 |
| 66 | 1799 | 34321 | 4.11 | 78.47 | 76 |
| 65 | 1793 | 32522 | 4.10 | 74.36 | 72 |
| 64 | 1909 | 30729 | 4.36 | 70.26 | 68 |
| 63 | 2098 | 28820 | 4.80 | 65.89 | 63 |
| 62 | 1849 | 26722 | 4.23 | 61.10 | 59 |
| 61 | 1915 | 24873 | 4.38 | 56.87 | 55 |
| 60 | 2043 | 22958 | 4.67 | 52.49 | 50 |
| 59 | 2545 | 20915 | 5.82 | 47.82 | 45 |
| 58 | 1671 | 18370 | 3.82 | 42.00 | 40 |
| 57 | 2181 | 16699 | 4.99 | 38.18 | 36 |
| 56 | 1654 | 14518 | 3.78 | 33.19 | 31 |
| 55 | 1279 | 12864 | 2.92 | 29.41 | 28 |
| 54 | 2308 | 11585 | 5.28 | 26.49 | 24 |
| 53 | 1074 | 9277 | 2.46 | 21.21 | 20 |
| 52 | 1108 | 8203 | 2.53 | 18.76 | 17 |
| 51 | 1332 | 7095 | 3.05 | 16.22 | 15 |
| 50 | 953 | 5763 | 2.18 | 13.18 | 12 |
| 49 | 897 | 4810 | 2.05 | 11.00 | 10 |
| 48 | 1010 | 3913 | 2.31 | 8.95 | 8 |
| 47 | 771 | 2903 | 1.76 | 6.64 | 6 |
| 46 | 482 | 2132 | 1.10 | 4.87 | 4 |
| 45 | 434 | 1650 | 0.99 | 3.77 | 3 |
| 44 | 336 | 1216 | 0.77 | 2.78 | 2 |
| 43 | 312 | 880 | 0.71 | 2.01 | 2 |
| 42 | 261 | 568 | 0.60 | 1.30 | 1 |
| 41 | 134 | 307 | 0.31 | 0.70 | 1 |
| 40 | 95 | 173 | 0.22 | 0.40 | 1 |
| 39 | 46 | 78 | 0.11 | 0.18 | 1 |
| 38 | 23 | 32 | 0.05 | 0.07 | 1 |
| LESS THAN 38 | 9 | 9 | 0.02 | 0.02 | 1 |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 33. 2001-02 End-of-Course Distribution of Scale Scores
Economic, Legal, and Political Systems

| | | | |
|---------------------|--------|------------------------|-------------|
| NUMBER OF STUDENTS | 95,817 | <u>HIGH SCORE</u> | 84 |
| <u>VALID SCORES</u> | | <u>LOW SCORE</u> | 21 |
| <u>MEAN</u> | 55.6 | 2002 STATE PERCENTILES | SCALE SCORE |
| STANDARD DEVIATION | 8.7 | 90 | 66.63 |
| | | 75 | 61.86 |
| | | 50 (MEDIAN) | 55.99 |
| <u>VARIANCE</u> | 75.9 | 25 | 49.93 |
| | | 10 | 43.95 |

FREQUENCY DISTRIBUTION

| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 1997 STATE PERCENTILE |
|--------------|-----------|----------------------|---------|--------------------|-----------------------|
| 84 | 2 | 95817 | 0.00 | 100.00 | 99 |
| 83 | 13 | 95815 | 0.01 | 100.00 | 99 |
| 81 | 27 | 95802 | 0.03 | 99.98 | 99 |
| 80 | 24 | 95775 | 0.03 | 99.96 | 99 |
| 79 | 45 | 95751 | 0.05 | 99.93 | 99 |
| 78 | 32 | 95706 | 0.03 | 99.88 | 99 |
| 77 | 138 | 95674 | 0.14 | 99.85 | 99 |
| 76 | 211 | 95536 | 0.22 | 99.71 | 99 |
| 75 | 310 | 95325 | 0.32 | 99.49 | 99 |
| 74 | 122 | 95015 | 0.13 | 99.16 | 99 |
| 73 | 449 | 94893 | 0.47 | 99.04 | 99 |
| 72 | 1021 | 94444 | 1.07 | 98.57 | 99 |
| 71 | 1048 | 93423 | 1.09 | 97.50 | 98 |
| 70 | 906 | 92375 | 0.95 | 96.41 | 97 |
| 69 | 1339 | 91469 | 1.40 | 95.46 | 96 |
| 68 | 1993 | 90130 | 2.08 | 94.06 | 95 |
| 67 | 2178 | 88137 | 2.27 | 91.98 | 93 |
| 66 | 1939 | 85959 | 2.02 | 89.71 | 91 |
| 65 | 2598 | 84020 | 2.71 | 87.69 | 89 |
| 64 | 3354 | 81422 | 3.50 | 84.98 | 87 |
| 63 | 3460 | 78068 | 3.61 | 81.48 | 84 |
| 62 | 4283 | 74608 | 4.47 | 77.87 | 81 |
| 61 | 3798 | 70325 | 3.96 | 73.40 | 77 |
| 60 | 3909 | 66527 | 4.08 | 69.43 | 73 |
| 59 | 3795 | 62618 | 3.96 | 65.35 | 70 |
| 58 | 4640 | 58823 | 4.84 | 61.39 | 65 |
| 57 | 4028 | 54183 | 4.20 | 56.55 | 61 |
| 56 | 4442 | 50155 | 4.64 | 52.34 | 57 |
| 55 | 3869 | 45713 | 4.04 | 47.71 | 52 |
| 54 | 4944 | 41844 | 5.16 | 43.67 | 48 |
| 53 | 3726 | 36900 | 3.89 | 38.51 | 44 |
| 52 | 3981 | 33174 | 4.15 | 34.62 | 39 |
| 51 | 3425 | 29193 | 3.57 | 30.47 | 36 |
| 50 | 3193 | 25768 | 3.33 | 26.89 | 33 |
| 49 | 2898 | 22575 | 3.02 | 23.56 | 29 |
| 48 | 2842 | 19677 | 2.97 | 20.54 | 26 |
| 47 | 2638 | 16835 | 2.75 | 17.57 | 23 |
| 46 | 1657 | 14197 | 1.73 | 14.82 | 20 |
| 45 | 2229 | 12540 | 2.33 | 13.09 | 18 |
| 44 | 1330 | 10311 | 1.39 | 10.76 | 16 |
| 43 | 1656 | 8981 | 1.73 | 9.37 | 14 |
| 42 | 924 | 7325 | 0.96 | 7.64 | 12 |
| 41 | 1071 | 6401 | 1.12 | 6.68 | 10 |
| 40 | 1023 | 5330 | 1.07 | 5.56 | 9 |
| 39 | 840 | 4307 | 0.88 | 4.50 | 8 |
| 38 | 774 | 3467 | 0.81 | 3.62 | 6 |
| 37 | 514 | 2693 | 0.54 | 2.81 | 5 |
| 36 | 631 | 2179 | 0.66 | 2.27 | 4 |
| 35 | 600 | 1548 | 0.63 | 1.62 | 3 |
| 34 | 274 | 948 | 0.29 | 0.99 | 2 |
| 33 | 279 | 674 | 0.29 | 0.70 | 1 |
| 32 | 205 | 395 | 0.21 | 0.41 | 1 |
| 31 | 92 | 190 | 0.10 | 0.20 | 1 |
| 30 | 53 | 98 | 0.06 | 0.10 | 1 |
| LESS THAN 30 | 45 | 45 | 0.05 | 0.05 | 1 |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 34. 2001-02 End-of-Course Distribution of Scale Scores
English I

| | | | |
|--------------------------------------|--------|------------------------|-------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 97,662 | <u>HIGH SCORE</u> | 84 |
| | | <u>LOW SCORE</u> | 22 |
| <u>MEAN</u> | 55.7 | 2002 STATE PERCENTILES | SCALE SCORE |
| STANDARD DEVIATION | 8.4 | 90 | 66.12 |
| | | 75 | 61.43 |
| | | 50 (MEDIAN) | 55.97 |
| <u>VARIANCE</u> | 71.0 | 25 | 50.16 |
| | | 10 | 44.55 |

FREQUENCY DISTRIBUTION

| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 1995 STATE PERCENTILE |
|--------------|-----------|----------------------|---------|--------------------|-----------------------|
| 84 | 3 | 97662 | 0.00 | 100.00 | 99 |
| 83 | 11 | 97659 | 0.01 | 100.00 | 99 |
| 82 | 13 | 97648 | 0.01 | 99.99 | 99 |
| 81 | 24 | 97635 | 0.02 | 99.97 | 99 |
| 80 | 31 | 97611 | 0.03 | 99.95 | 99 |
| 79 | 51 | 97580 | 0.05 | 99.92 | 99 |
| 78 | 135 | 97529 | 0.14 | 99.86 | 99 |
| 77 | 91 | 97394 | 0.09 | 99.73 | 99 |
| 76 | 131 | 97303 | 0.13 | 99.63 | 99 |
| 75 | 374 | 97172 | 0.38 | 99.50 | 99 |
| 74 | 257 | 96798 | 0.26 | 99.12 | 99 |
| 73 | 536 | 96541 | 0.55 | 98.85 | 99 |
| 72 | 718 | 96005 | 0.74 | 98.30 | 99 |
| 71 | 696 | 95287 | 0.71 | 97.57 | 98 |
| 70 | 1006 | 94591 | 1.03 | 96.86 | 97 |
| 69 | 1503 | 93585 | 1.54 | 95.83 | 97 |
| 68 | 1433 | 92082 | 1.47 | 94.29 | 96 |
| 67 | 1730 | 90649 | 1.77 | 92.82 | 94 |
| 66 | 2722 | 88919 | 2.79 | 91.05 | 93 |
| 65 | 3005 | 86197 | 3.08 | 88.26 | 91 |
| 64 | 2422 | 83192 | 2.48 | 85.18 | 89 |
| 63 | 4738 | 80770 | 4.85 | 82.70 | 86 |
| 62 | 2475 | 76032 | 2.53 | 77.85 | 84 |
| 61 | 4413 | 73557 | 4.52 | 75.32 | 81 |
| 60 | 4592 | 69144 | 4.70 | 70.80 | 77 |
| 59 | 4179 | 64552 | 4.28 | 66.10 | 73 |
| 58 | 4462 | 60373 | 4.57 | 61.82 | 70 |
| 57 | 4932 | 55911 | 5.05 | 57.25 | 66 |
| 56 | 4024 | 50979 | 4.12 | 52.20 | 62 |
| 55 | 5599 | 46955 | 5.73 | 48.08 | 58 |
| 54 | 3367 | 41356 | 3.45 | 42.35 | 53 |
| 53 | 5066 | 37989 | 5.19 | 38.90 | 49 |
| 52 | 3252 | 32923 | 3.33 | 33.71 | 45 |
| 51 | 4027 | 29671 | 4.12 | 30.38 | 40 |
| 50 | 3572 | 25644 | 3.66 | 26.26 | 37 |
| 49 | 2320 | 22072 | 2.38 | 22.60 | 32 |
| 48 | 3602 | 19752 | 3.69 | 20.22 | 28 |
| 47 | 2703 | 16150 | 2.77 | 16.54 | 25 |
| 46 | 1862 | 13447 | 1.91 | 13.77 | 22 |
| 45 | 1911 | 11585 | 1.96 | 11.86 | 19 |
| 44 | 1542 | 9674 | 1.58 | 9.91 | 16 |
| 43 | 1370 | 8132 | 1.40 | 8.33 | 14 |
| 42 | 1154 | 6762 | 1.18 | 6.92 | 11 |
| 41 | 1080 | 5608 | 1.11 | 5.74 | 9 |
| 40 | 958 | 4528 | 0.98 | 4.64 | 8 |
| 39 | 804 | 3570 | 0.82 | 3.66 | 6 |
| 38 | 684 | 2766 | 0.70 | 2.83 | 5 |
| 37 | 559 | 2082 | 0.57 | 2.13 | 4 |
| 36 | 448 | 1523 | 0.46 | 1.56 | 3 |
| 35 | 365 | 1075 | 0.37 | 1.10 | 2 |
| 34 | 201 | 710 | 0.21 | 0.73 | 2 |
| 33 | 194 | 509 | 0.20 | 0.52 | 1 |
| 32 | 147 | 315 | 0.15 | 0.32 | 1 |
| 31 | 94 | 168 | 0.10 | 0.17 | 1 |
| 30 | 25 | 74 | 0.03 | 0.08 | 1 |
| LESS THAN 30 | 49 | 49 | 0.05 | 0.05 | 1 |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 35. 2001-02 End-of-Course Distribution of Scale Scores
Geometry

| | | | |
|--------------------------------------|--------|------------------------|-------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 69,139 | <u>HIGH SCORE</u> | 93 |
| | | <u>LOW SCORE</u> | 32 |
| <u>MEAN</u> | 60.5 | 2002 STATE PERCENTILES | SCALE SCORE |
| STANDARD DEVIATION | 9.1 | 90 | 72.36 |
| | | 75 | 66.45 |
| | | 50 (MEDIAN) | 60.42 |
| <u>VARIANCE</u> | 82.5 | 25 | 54.12 |
| | | 10 | 48.56 |

FREQUENCY DISTRIBUTION

| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 2001 STATE PERCENTILE |
|--------------|-----------|----------------------|---------|--------------------|-----------------------|
| 93 | 5 | 69139 | 0.01 | 100.00 | 99 |
| 92 | 8 | 69134 | 0.01 | 99.99 | 99 |
| 91 | 11 | 69126 | 0.02 | 99.98 | 99 |
| 90 | 13 | 69115 | 0.02 | 99.97 | 99 |
| 89 | 78 | 69102 | 0.11 | 99.95 | 99 |
| 88 | 26 | 69024 | 0.04 | 99.83 | 99 |
| 87 | 43 | 68998 | 0.06 | 99.80 | 99 |
| 86 | 91 | 68955 | 0.13 | 99.73 | 99 |
| 85 | 154 | 68864 | 0.22 | 99.60 | 99 |
| 84 | 57 | 68710 | 0.08 | 99.38 | 99 |
| 83 | 223 | 68653 | 0.32 | 99.30 | 99 |
| 82 | 183 | 68430 | 0.26 | 98.97 | 99 |
| 81 | 252 | 68247 | 0.36 | 98.71 | 99 |
| 80 | 321 | 67995 | 0.46 | 98.35 | 99 |
| 79 | 496 | 67674 | 0.72 | 97.88 | 98 |
| 78 | 551 | 67178 | 0.80 | 97.16 | 98 |
| 77 | 614 | 66627 | 0.89 | 96.37 | 97 |
| 76 | 681 | 66013 | 0.98 | 95.48 | 96 |
| 75 | 832 | 65332 | 1.20 | 94.49 | 95 |
| 74 | 840 | 64500 | 1.21 | 93.29 | 94 |
| 73 | 1293 | 63660 | 1.87 | 92.08 | 93 |
| 72 | 1046 | 62367 | 1.51 | 90.21 | 91 |
| 71 | 1851 | 61321 | 2.68 | 88.69 | 89 |
| 70 | 1685 | 59470 | 2.44 | 86.02 | 87 |
| 69 | 1832 | 57785 | 2.65 | 83.58 | 85 |
| 68 | 2421 | 55953 | 3.50 | 80.93 | 82 |
| 67 | 1512 | 53532 | 2.19 | 77.43 | 79 |
| 66 | 3219 | 52020 | 4.66 | 75.24 | 76 |
| 65 | 2161 | 48801 | 3.13 | 70.58 | 72 |
| 64 | 2875 | 46640 | 4.16 | 67.46 | 69 |
| 63 | 2932 | 43765 | 4.24 | 63.30 | 64 |
| 62 | 2503 | 40833 | 3.62 | 59.06 | 60 |
| 61 | 3568 | 38330 | 5.16 | 55.44 | 56 |
| 60 | 2433 | 34762 | 3.52 | 50.28 | 51 |
| 59 | 3084 | 32329 | 4.46 | 46.76 | 47 |
| 58 | 3036 | 29245 | 4.39 | 42.30 | 43 |
| 57 | 2941 | 26209 | 4.25 | 37.91 | 38 |
| 56 | 2364 | 23268 | 3.42 | 33.65 | 34 |
| 55 | 2775 | 20904 | 4.01 | 30.23 | 30 |
| 54 | 2210 | 18129 | 3.20 | 26.22 | 27 |
| 53 | 2570 | 15919 | 3.72 | 23.02 | 23 |
| 52 | 2077 | 13349 | 3.00 | 19.31 | 19 |
| 51 | 1370 | 11272 | 1.98 | 16.30 | 17 |
| 50 | 1364 | 9902 | 1.97 | 14.32 | 14 |
| 49 | 1722 | 8538 | 2.49 | 12.35 | 12 |
| 48 | 1574 | 6816 | 2.28 | 9.86 | 9 |
| 47 | 1023 | 5242 | 1.48 | 7.58 | 7 |
| 46 | 1225 | 4219 | 1.77 | 6.10 | 6 |
| 45 | 764 | 2994 | 1.11 | 4.33 | 4 |
| 44 | 682 | 2230 | 0.99 | 3.23 | 3 |
| 43 | 484 | 1548 | 0.70 | 2.24 | 2 |
| 42 | 354 | 1064 | 0.51 | 1.54 | 1 |
| 41 | 285 | 710 | 0.41 | 1.03 | 1 |
| 40 | 197 | 425 | 0.28 | 0.61 | 1 |
| 39 | 102 | 228 | 0.15 | 0.33 | 1 |
| 38 | 81 | 126 | 0.12 | 0.18 | 1 |
| LESS THAN 38 | 45 | 45 | 0.07 | 0.07 | 1 |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 36. 2001-02 End-of-Course Distribution of Scale Scores
Physical Science

| | | | |
|--------------------------------------|--------|------------------------|-------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 39,783 | <u>HIGH SCORE</u> | 84 |
| | | <u>LOW SCORE</u> | 30 |
| <u>MEAN</u> | 55.8 | 2002 STATE PERCENTILES | SCALE SCORE |
| <u>STANDARD DEVIATION</u> | 7.9 | 90 | 65.97 |
| | | 75 | 61.38 |
| | | 50 (MEDIAN) | 56.02 |
| <u>VARIANCE</u> | 62.5 | 25 | 50.12 |
| | | 10 | 44.98 |

FREQUENCY DISTRIBUTION

| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 2002 STATE PERCENTILE |
|--------------|-----------|----------------------|---------|--------------------|-----------------------|
| 84 | 1 | 39783 | 0.00 | 100.00 | 99 |
| 83 | 1 | 39782 | 0.00 | 100.00 | 99 |
| 82 | 7 | 39781 | 0.02 | 99.99 | 99 |
| 81 | 9 | 39774 | 0.02 | 99.98 | 99 |
| 80 | 22 | 39765 | 0.06 | 99.95 | 99 |
| 79 | 16 | 39743 | 0.04 | 99.90 | 99 |
| 78 | 22 | 39727 | 0.06 | 99.86 | 99 |
| 77 | 43 | 39705 | 0.11 | 99.80 | 99 |
| 76 | 89 | 39662 | 0.22 | 99.70 | 99 |
| 75 | 127 | 39573 | 0.32 | 99.47 | 99 |
| 74 | 106 | 39446 | 0.27 | 99.15 | 99 |
| 73 | 167 | 39340 | 0.42 | 98.89 | 99 |
| 72 | 272 | 39173 | 0.68 | 98.47 | 98 |
| 71 | 273 | 38901 | 0.69 | 97.78 | 97 |
| 70 | 372 | 38628 | 0.94 | 97.10 | 97 |
| 69 | 553 | 38256 | 1.39 | 96.16 | 95 |
| 68 | 641 | 37703 | 1.61 | 94.77 | 94 |
| 67 | 773 | 37062 | 1.94 | 93.16 | 92 |
| 66 | 917 | 36289 | 2.31 | 91.22 | 90 |
| 65 | 1095 | 35372 | 2.75 | 88.91 | 88 |
| 64 | 1141 | 34277 | 2.87 | 86.16 | 85 |
| 63 | 1567 | 33136 | 3.94 | 83.29 | 81 |
| 62 | 1538 | 31569 | 3.87 | 79.35 | 77 |
| 61 | 1631 | 30031 | 4.10 | 75.49 | 73 |
| 60 | 1758 | 28400 | 4.42 | 71.39 | 69 |
| 59 | 1832 | 26642 | 4.60 | 66.97 | 65 |
| 58 | 1757 | 24810 | 4.42 | 62.36 | 60 |
| 57 | 2155 | 23053 | 5.42 | 57.95 | 55 |
| 56 | 2095 | 20898 | 5.27 | 52.53 | 50 |
| 55 | 1575 | 18803 | 3.96 | 47.26 | 45 |
| 54 | 1903 | 17228 | 4.78 | 43.30 | 41 |
| 53 | 1566 | 15325 | 3.94 | 38.52 | 37 |
| 52 | 1953 | 13759 | 4.91 | 34.59 | 32 |
| 51 | 1153 | 11806 | 2.90 | 29.68 | 28 |
| 50 | 1877 | 10653 | 4.72 | 26.78 | 24 |
| 49 | 1452 | 8776 | 3.65 | 22.06 | 20 |
| 48 | 1011 | 7324 | 2.54 | 18.41 | 17 |
| 47 | 912 | 6313 | 2.29 | 15.87 | 15 |
| 46 | 891 | 5401 | 2.24 | 13.58 | 12 |
| 45 | 1022 | 4510 | 2.57 | 11.34 | 10 |
| 44 | 949 | 3488 | 2.39 | 8.77 | 8 |
| 43 | 787 | 2539 | 1.98 | 6.38 | 5 |
| 42 | 458 | 1752 | 1.15 | 4.40 | 4 |
| 41 | 333 | 1294 | 0.84 | 3.25 | 3 |
| 40 | 311 | 961 | 0.78 | 2.42 | 2 |
| 39 | 381 | 650 | 0.96 | 1.63 | 1 |
| 38 | 107 | 269 | 0.27 | 0.68 | 1 |
| 37 | 102 | 162 | 0.26 | 0.41 | 1 |
| 36 | 25 | 60 | 0.06 | 0.15 | 1 |
| 35 | 20 | 35 | 0.05 | 0.09 | 1 |
| LESS THAN 35 | 15 | 15 | 0.04 | 0.04 | 1 |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 37. 2001-02 End-of-Course Distribution of Scale Scores
Physics

| | | | |
|--------------------------------------|--------|------------------------|-------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 11,551 | <u>HIGH SCORE</u> | 89 |
| | | <u>LOW SCORE</u> | 23 |
| <u>MEAN</u> | 60.7 | 2002 STATE PERCENTILES | SCALE SCORE |
| <u>STANDARD DEVIATION</u> | 9.2 | 90 | 72.66 |
| | | 75 | 67.16 |
| | | 50 (MEDIAN) | 60.65 |
| <u>VARIANCE</u> | 85.4 | 25 | 54.71 |
| | | 10 | 48.88 |

FREQUENCY DISTRIBUTION

| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 2002 STATE PERCENTILE |
|--------------|-----------|----------------------|---------|--------------------|-----------------------|
| 89 | 6 | 11551 | 0.05 | 100.00 | 99 |
| 87 | 20 | 11545 | 0.17 | 99.95 | 99 |
| 85 | 19 | 11525 | 0.16 | 99.77 | 99 |
| 84 | 9 | 11506 | 0.08 | 99.61 | 99 |
| 83 | 34 | 11497 | 0.29 | 99.53 | 99 |
| 82 | 46 | 11463 | 0.40 | 99.24 | 99 |
| 81 | 27 | 11417 | 0.23 | 98.84 | 99 |
| 80 | 61 | 11390 | 0.53 | 98.61 | 98 |
| 79 | 94 | 11329 | 0.81 | 98.08 | 98 |
| 78 | 105 | 11235 | 0.91 | 97.26 | 97 |
| 77 | 122 | 11130 | 1.06 | 96.36 | 96 |
| 76 | 80 | 11008 | 0.69 | 95.30 | 95 |
| 75 | 160 | 10928 | 1.39 | 94.61 | 94 |
| 74 | 163 | 10768 | 1.41 | 93.22 | 93 |
| 73 | 250 | 10605 | 2.16 | 91.81 | 91 |
| 72 | 243 | 10355 | 2.10 | 89.65 | 89 |
| 71 | 225 | 10112 | 1.95 | 87.54 | 87 |
| 70 | 336 | 9887 | 2.91 | 85.59 | 84 |
| 69 | 330 | 9551 | 2.86 | 82.69 | 81 |
| 68 | 440 | 9221 | 3.81 | 79.83 | 78 |
| 67 | 344 | 8781 | 2.98 | 76.02 | 75 |
| 66 | 417 | 8437 | 3.61 | 73.04 | 71 |
| 65 | 474 | 8020 | 4.10 | 69.43 | 67 |
| 64 | 467 | 7546 | 4.04 | 65.33 | 63 |
| 63 | 439 | 7079 | 3.80 | 61.28 | 59 |
| 62 | 554 | 6640 | 4.80 | 57.48 | 55 |
| 61 | 364 | 6086 | 3.15 | 52.69 | 51 |
| 60 | 502 | 5722 | 4.35 | 49.54 | 47 |
| 59 | 629 | 5220 | 5.45 | 45.19 | 42 |
| 58 | 336 | 4591 | 2.91 | 39.75 | 38 |
| 57 | 385 | 4255 | 3.33 | 36.84 | 35 |
| 56 | 518 | 3870 | 4.48 | 33.50 | 31 |
| 55 | 590 | 3352 | 5.11 | 29.02 | 26 |
| 54 | 345 | 2762 | 2.99 | 23.91 | 22 |
| 53 | 319 | 2417 | 2.76 | 20.92 | 20 |
| 52 | 299 | 2098 | 2.59 | 18.16 | 17 |
| 51 | 244 | 1799 | 2.11 | 15.57 | 15 |
| 50 | 263 | 1555 | 2.28 | 13.46 | 12 |
| 49 | 221 | 1292 | 1.91 | 11.19 | 10 |
| 48 | 191 | 1071 | 1.65 | 9.27 | 8 |
| 47 | 162 | 880 | 1.40 | 7.62 | 7 |
| 46 | 103 | 718 | 0.89 | 6.22 | 6 |
| 45 | 60 | 615 | 0.52 | 5.32 | 5 |
| 44 | 123 | 555 | 1.06 | 4.80 | 4 |
| 43 | 116 | 432 | 1.00 | 3.74 | 3 |
| 42 | 79 | 316 | 0.68 | 2.74 | 2 |
| 41 | 62 | 237 | 0.54 | 2.05 | 2 |
| 40 | 58 | 175 | 0.50 | 1.52 | 1 |
| 39 | 23 | 117 | 0.20 | 1.01 | 1 |
| 38 | 30 | 94 | 0.26 | 0.81 | 1 |
| 37 | 20 | 64 | 0.17 | 0.55 | 1 |
| 36 | 16 | 44 | 0.14 | 0.38 | 1 |
| LESS THAN 36 | 28 | 28 | 0.24 | 0.24 | 1 |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 38. 2001-02 End-of-Course Distribution of Scale Scores
U.S. History

| | | | |
|--------------------------------------|--------|------------------------|-------------|
| NUMBER OF STUDENTS WITH VALID SCORES | 77,527 | <u>HIGH SCORE</u> | 89 |
| <u>MEAN</u> | 56.4 | <u>LOW SCORE</u> | 25 |
| <u>STANDARD DEVIATION</u> | 8.3 | 2002 STATE PERCENTILES | SCALE SCORE |
| <u>VARIANCE</u> | 69.5 | 90 | 67.13 |
| | | 75 | 62.28 |
| | | 50 (MEDIAN) | 56.52 |
| | | 25 | 50.66 |
| | | 10 | 45.57 |

FREQUENCY DISTRIBUTION

| SCALE SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT | CUMULATIVE PERCENT | 1995 STATE PERCENTILE |
|--------------|-----------|----------------------|---------|--------------------|-----------------------|
| 89 | 1 | 77527 | 0.00 | 100.00 | 99 |
| 87 | 1 | 77526 | 0.00 | 100.00 | 99 |
| 85 | 4 | 77525 | 0.01 | 100.00 | 99 |
| 84 | 1 | 77521 | 0.00 | 99.99 | 99 |
| 83 | 20 | 77520 | 0.03 | 99.99 | 99 |
| 82 | 13 | 77500 | 0.02 | 99.97 | 99 |
| 81 | 30 | 77487 | 0.04 | 99.95 | 99 |
| 80 | 47 | 77457 | 0.06 | 99.91 | 99 |
| 79 | 86 | 77410 | 0.11 | 99.85 | 99 |
| 78 | 110 | 77324 | 0.14 | 99.74 | 99 |
| 77 | 110 | 77214 | 0.14 | 99.60 | 99 |
| 76 | 255 | 77104 | 0.33 | 99.45 | 99 |
| 75 | 198 | 76849 | 0.26 | 99.13 | 99 |
| 74 | 458 | 76651 | 0.59 | 98.87 | 99 |
| 73 | 461 | 76193 | 0.59 | 98.28 | 98 |
| 72 | 756 | 75732 | 0.98 | 97.68 | 98 |
| 71 | 694 | 74976 | 0.90 | 96.71 | 97 |
| 70 | 1109 | 74282 | 1.43 | 95.81 | 96 |
| 69 | 1172 | 73173 | 1.51 | 94.38 | 94 |
| 68 | 1614 | 72001 | 2.08 | 92.87 | 92 |
| 67 | 1647 | 70387 | 2.12 | 90.79 | 90 |
| 66 | 1766 | 68740 | 2.28 | 88.67 | 88 |
| 65 | 2343 | 66974 | 3.02 | 86.39 | 85 |
| 64 | 2975 | 64631 | 3.84 | 83.37 | 82 |
| 63 | 2778 | 61656 | 3.58 | 79.53 | 78 |
| 62 | 3273 | 58878 | 4.22 | 75.95 | 74 |
| 61 | 3273 | 55605 | 4.22 | 71.72 | 70 |
| 60 | 3293 | 52332 | 4.25 | 67.50 | 66 |
| 59 | 3465 | 49039 | 4.47 | 63.25 | 61 |
| 58 | 3398 | 45574 | 4.38 | 58.78 | 57 |
| 57 | 3480 | 42176 | 4.49 | 54.40 | 52 |
| 56 | 3824 | 38696 | 4.93 | 49.91 | 48 |
| 55 | 3286 | 34872 | 4.24 | 44.98 | 44 |
| 54 | 3554 | 31586 | 4.58 | 40.74 | 39 |
| 53 | 3534 | 28032 | 4.56 | 36.16 | 35 |
| 52 | 2917 | 24498 | 3.76 | 31.60 | 30 |
| 51 | 2609 | 21581 | 3.37 | 27.84 | 27 |
| 50 | 3028 | 18972 | 3.91 | 24.47 | 23 |
| 49 | 2428 | 15944 | 3.13 | 20.57 | 20 |
| 48 | 2100 | 13516 | 2.71 | 17.43 | 17 |
| 47 | 2336 | 11416 | 3.01 | 14.73 | 15 |
| 46 | 1425 | 9080 | 1.84 | 11.71 | 12 |
| 45 | 1068 | 7655 | 1.38 | 9.87 | 10 |
| 44 | 1346 | 6587 | 1.74 | 8.50 | 8 |
| 43 | 1436 | 5241 | 1.85 | 6.76 | 6 |
| 42 | 747 | 3805 | 0.96 | 4.91 | 5 |
| 41 | 600 | 3058 | 0.77 | 3.94 | 4 |
| 40 | 552 | 2458 | 0.71 | 3.17 | 3 |
| 39 | 545 | 1906 | 0.70 | 2.46 | 2 |
| 38 | 438 | 1361 | 0.56 | 1.76 | 1 |
| 37 | 350 | 923 | 0.45 | 1.19 | 1 |
| 36 | 182 | 573 | 0.23 | 0.74 | 1 |
| 35 | 159 | 391 | 0.21 | 0.50 | 1 |
| 34 | 129 | 232 | 0.17 | 0.30 | 1 |
| 33 | 60 | 103 | 0.08 | 0.13 | 1 |
| LESS THAN 33 | 43 | 43 | 0.06 | 0.06 | 1 |

Notes: Data received from LEAs and charter schools after September 25, 2002 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 39. 2001-02 End-of-Course Multiple-Choice Test Results
Algebra I -- Mean Scale Score by LEA (Maximum=87)

| State | Mean Score [†] | 2002 LEA Performance |
|------------------|-------------------------|---|
| 2002 State | 79.5 | Lake Norman** |
| | 78.1 | Magellan** |
| | 76.1 | Metrolina** |
| | 75.1 | Quest Academy** |
| | 74.5 | Francine Delany** |
| | 71.1 | Greensboro Academy** |
| | 70.1 | Arapahoe Charter** |
| | 69.7 | Downtown Middle** |
| | 69.5 | Franklin Academy** |
| | 69.3 | Orange Charter** |
| | 68.7 | Exploris** |
| | 68.5 | Buncombe, Madison |
| | 68.3 | Mount Airy City |
| | 68.1 | Clay |
| | 67.5 | Polk |
| | 67.3 | Surry |
| | 66.5 | Newton Conover City, Transylvania |
| | 66.3 | Wake |
| | 66.1 | Catawba, Chapel Hill-Carrboro City |
| | 65.9 | Burke, Haywood |
| | 65.7 | Perquimans, Scotland, Union, Yancey |
| | 65.5 | Graham, Henderson, Johnston, Moore, Raleigh Charter HS** |
| | 65.3 | Gates, Rutherford, Vance Charter**, Watauga |
| | 65.1 | Alexander, Asheboro City |
| | 64.9 | Craven |
| | 64.7 | Cabarrus, Orange, Pitt, Wilkes |
| | 64.5 | Carteret |
| | 64.3 | Avery, Lee, Pender, Rocky Mount Charter** |
| | 64.1 | Ashe, Edenton/Chowan, Kings Mountain City, Macon |
| | 63.9 | Clinton City, Elkin City, New Hanover, Stanly, Thomas Jefferson**, Thomasville City |
| | 63.7 | Cleveland, Mooresville City, Stokes, Yadkin |
| | 63.5 | Camden, Cherokee, Hyde, |
| | 63.3 | Kannapolis City, Lenoir, Wilson |
| | 63.1 | Alleghany, Davidson, Lincoln, Pamlico |
| | 62.9 | Beaufort, Caldwell, Gaston, Jackson, MAST**, McDowell |
| | 62.7 | American Ren. Middle**, Dare, Person, Rowan-Salisbury, Shelby City, Winston-Salem/Forsyth |
| | 62.5 | Davie, Greene, Onslow, Sampson |
| | 62.3 | Granville |
| | 62.1 | Franklin, Hickory City, Iredell-Statesville |
| | 61.9 | Alamance-Burlington, Chatham, Harnett, Randolph |
| | 61.5 | Rockingham |
| | 61.3 | Currituck, Swain |
| 2001 State | 61.1 | |
| | 60.9 | Mitchell, Nash-Rocky Mount |
| | 60.7 | Asheville City, Wayne |
| | 60.5 | Duplin |
| | 60.3 | Brunswick, Martin, River Mill Academy** |
| 2000 State | 60.1 | Guilford, Whiteville City, Woods Charter** |
| | 59.9 | Brevard Academy**, Durham |
| | 59.7 | Charlotte/Mecklenburg, Cumberland |
| | 59.5 | Columbus |
| | 59.3 | Vance |
| 1999 State | 59.1 | Montgomery, Richmond, Roanoke Rapids City, Village Charter**, Washington |
| | 58.9 | Cape Lookout Marine** |
| | 58.7 | Bladen, Edgecombe |
| | 58.3 | Tyrrell |
| | 58.1 | Robeson |
| 1998 State | 57.9 | Elizabeth City/Pasquotank, Hoke |
| | 57.5 | Lincoln Charter** |
| | 57.1 | Anson, Warren |
| | 56.9 | Bertie |
| | 56.7 | New Century School** |
| 1997 State | 56.5 | Caswell, Kestrel Heights**, Northampton |
| | 56.3 | Community Partners High**, |
| | 56.1 | Laurinburg Charter** |
| | 55.9 | East Wake Academy**, Lexington City |
| | 55.7 | Jones, Weldon City |
| 1994, 1996 State | 55.1 | Hertford |
| | 54.9 | Halifax |
| 1995 State | 54.7 | |
| | 54.3 | Provisions Academy** |
| | 53.1 | Crossnore Academy** |
| | 52.9 | Imani Institute** |
| | 52.7 | Laurinburg Homework** |
| | 50.9 | Alpha Academy** |
| | 49.3 | Wayne Academy** |
| | 47.1 | Kennedy School** |
| | 45.9 | Carter Community**, Lakeside School** |
| | * | Chatham Charter**, Clover Garden**, Grandfather Academy**, J.H. Baker Jr. High**, Mountain Community**, Omuteko Gwamaziima**, Sterling Montessori** |

Notes: [†]Scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where the number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 40. 2001-02 End-of-Course Multiple-Choice Test Results
Algebra II -- Mean Scale Score by LEA (Maximum=92)

| State | Mean Score† | 2002 LEA Performance |
|------------|-------------|---|
| 2002 State | 72.9 | Chapel Hill-Carrboro City |
| | 72.3 | Transylvania |
| | 72.1 | Mount Airy City |
| | 71.3 | Madison |
| | 70.9 | Watauga, Wilkes |
| | 70.7 | Burke, Raleigh Charter HS** |
| | 70.5 | Buncombe |
| | 70.3 | Thomasville City |
| | 69.9 | Elkin City |
| | 69.7 | Haywood |
| | 69.3 | Newton Conover City |
| | 69.1 | Shelby City |
| | 68.9 | Clay, Johnston, Perquimans, Wake |
| | 68.7 | Stanly |
| | 68.5 | Alleghany, Currituck, Scotland |
| | 68.3 | Edenton/Chowan, Henderson, Yadkin |
| | 67.7 | Craven, Surry, Union |
| | 67.5 | Alexander, |
| | 67.3 | Catawba, Moore |
| | 67.1 | Granville, Pitt |
| | 66.9 | Rutherford, Thomas Jefferson**, Yancey |
| | 66.7 | Cabarrus, Hickory City, Iredell-Statesville |
| | 66.5 | Ashe, Onslow, Rowan-Salisbury |
| | 66.3 | Davidson, Lee, Lenoir, Lincoln, Orange |
| | 66.1 | Dare |
| | 65.9 | Chatham, Gates, Greene, Pamlico |
| | 65.7 | Cleveland, McDowell, New Hanover, Pender |
| | 65.5 | Macon, Polk, Stokes, Winston-Salem/Forsyth |
| | 65.3 | Camden, Cherokee, Wilson |
| 2001 State | 64.9 | Guilford, Richmond |
| | 64.7 | Asheville City, Caldwell, Harnett, Kings Mountain City, Swain |
| | 64.3 | Asheboro City, Carteret, Durham, Jackson |
| | 64.1 | Avery, Beaufort, Graham, Mitchell, Person, Woods Charter** |
| | 63.9 | |
| | 63.7 | Davie, Rocky Mount Charter** |
| | 63.5 | Alamance-Burlington, Randolph, Sampson |
| | 63.3 | Brunswick, Clinton City, Rockingham |
| | 63.1 | Caswell, Hyde, Wayne |
| | 62.9 | Gaston |
| | 62.7 | Columbus, Martin |
| | 62.5 | Charlotte/Mecklenburg |
| | 62.3 | Roanoke Rapids City |
| 2000 State | 62.1 | Cumberland, Mooresville City |
| | 61.7 | Duplin |
| | 61.5 | Bertie, Robeson |
| | 61.3 | Kannapolis City, Nash-Rocky Mount, |
| | 61.1 | |
| | 60.9 | Elizabeth City/Pasquotank, Montgomery |
| | 60.7 | Edgecombe |
| | 60.5 | Anson, Franklin, River Mill Academy** |
| | 60.3 | Vance |
| 1999 State | 60.1 | |
| | 59.9 | Cape Lookout Marine** |
| | 59.7 | New Century School** |
| | 59.5 | Bladen, Weldon City |
| | 59.3 | Warren, Whiteville City |
| | 58.7 | Hoke |
| | 57.9 | Hertford, Lexington City, Washington |
| | 57.1 | Halifax, Northampton |
| | 56.5 | Jones, Tyrrell |
| | * | Community Partners High**, J.H. Baker Jr. High**, Kennedy School**, Lakeside School**, Laurinburg Charter**, Laurinburg Homework**, Village Charter** |

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where the number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

**Table 41. 2001-02 End-of-Course Multiple-Choice Test Results
Biology -- Mean Scale Score by LEA (Maximum=89)**

| State | Mean Score† | 2002 LEA Performance |
|------------------|-------------|---|
| | 68.1 | Raleigh Charter HS** |
| | 62.5 | Transylvania |
| | 62.3 | Chapel Hill-Carrboro City |
| | 62.1 | Woods Charter** |
| | 61.5 | Carteret |
| | 61.1 | Newton Conover City, Wilkes |
| | 60.7 | Thomas Jefferson**, Wake |
| | 60.5 | Camden, Dare, Davie, Graham, Johnston, Watauga |
| | 60.3 | Burke |
| | 60.1 | New Hanover |
| | 59.9 | Buncombe, Hickory City, Macon, Mitchell |
| | 59.7 | Clay, Mooresville City |
| | 59.5 | Alleghany, Cherokee |
| | 59.3 | Cabarrus, Elkin City, Haywood, Henderson, Jackson, Onslow |
| | 59.1 | Craven, Kannapolis City, Pender, Thomasville City, Yadkin |
| | 58.9 | Asheboro City, Asheville City, Currituck, Kings Mountain City, Orange, Surry |
| | 58.7 | Davidson, Pitt |
| | 58.5 | Avery, Person, Rutherford, Swain, Yancey |
| | 58.3 | Catawba, Gaston, Laurinburg Charter**, Lee, Union |
| | 58.1 | Alexander, Duplin, Durham, Edenton/Chowan, Guilford, Iredell-Statesville, Moore, New Century School**, Polk |
| 2002 State | 57.9 | Jones, Mount Airy City |
| | 57.7 | Cleveland, East Wake Academy**, Granville, Lincoln, McDowell, Whiteville City |
| | 57.5 | Clinton City, Edgecombe, Harnett, Madison, Shelby City, Stanly, Winston-Salem/Forsyth |
| | 57.3 | Caldwell, Charlotte/Mecklenburg, Chatham, Franklin, Wayne |
| | 57.1 | Roanoke Rapids City |
| 2001 State | 56.9 | Ashe, Brunswick, Rockingham |
| | 56.7 | Hyde, Rowan-Salisbury |
| | 56.5 | Pamlico, Stokes |
| 1998 State | 56.3 | Alamance-Burlington, Cumberland |
| 1999, 2000 State | 56.1 | Lenoir, Lexington City, Montgomery, Randolph, Scotland, Wilson |
| 1997 State | 55.9 | Gates, Martin, Sampson, Village Charter** |
| | 55.7 | Crossnore Academy**, Elizabeth City/Pasquotank, Richmond |
| 1995, 1996 State | 55.5 | Beaufort, Perquimans |
| | 55.1 | Columbus |
| | 54.9 | Nash-Rocky Mount, River Mill Academy**, Robeson |
| | 54.7 | Vance |
| | 54.3 | Bladen, Northampton |
| | 54.1 | Caswell, Kennedy School** |
| | 53.9 | Tyrrell |
| | 53.7 | Hoke, Washington |
| | 53.1 | Warren |
| | 52.7 | Anson, Greene |
| | 52.5 | Cape Lookout Marine** |
| | 52.3 | Halifax |
| | 52.1 | Bertie |
| | 51.3 | Hertford |
| | 49.1 | Wayne Academy** |
| | 48.5 | Lakeside School** |
| | 48.1 | Weldon City |
| | 45.9 | Laurinburg Homework** |
| | * | Grandfather Academy**, J.H. Baker Jr. High** |

Notes: † Scale scores are rounded up to the nearest two-tenths of a point.

* Data are not reported where the number tested is fewer than five.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 42. 2001-02 End-of-Course Multiple-Choice Test Results
Chemistry -- Mean Scale Score by LEA (Maximum=87)

| State | Mean Score† | 2002 LEA Performance |
|------------|-------------|---|
| 2002 State | 67.5 | Thomas Jefferson** |
| | 66.7 | Transylvania, Yancey |
| | 66.1 | Chapel Hill-Carrboro City |
| | 64.9 | Wilkes |
| | 64.7 | Raleigh Charter HS** |
| | 64.1 | Thomasville City |
| | 63.9 | Newton Conover City |
| | 63.3 | Davie, Wake |
| | 63.1 | Lexington City, Scotland |
| | 62.9 | Burke, Elkin City |
| | 62.7 | McDowell, Pender, Union |
| | 62.5 | Cabarrus, Carteret, Graham |
| | 62.3 | Catawba, Roanoke Rapids City |
| | 62.1 | Johnston, Orange, Rowan-Salisbury |
| | 61.9 | Buncombe |
| | 61.7 | Dare, Hickory City, Hyde |
| | 61.5 | Alexander, Alleghany, Cherokee, Clinton City, Mount Airy City, Onslow, Sampson, Swain |
| | 61.3 | Durham, New Hanover, Whiteville City |
| | 61.1 | Avery, Franklin, Iredell-Statesville, Lee, Lincoln, Watauga |
| | 60.9 | Greene, Moore |
| | 60.7 | Gates, Jackson |
| | 60.5 | Ashe, Davidson, Guilford, Henderson, Pitt |
| | 60.3 | Craven, Currituck, Person |
| | 60.1 | Beaufort, Clay, Perquimans, Richmond, Stanly |
| | 59.9 | Asheville City, Chatham, Gaston, Haywood, Lenoir, Polk |
| | 59.7 | Macon, Rutherford, Surry, Yadkin |
| | 59.5 | Martin, Nash-Rocky Mount, Stokes, Winston-Salem/Forsyth |
| | 59.3 | Cleveland |
| | 59.1 | Caldwell, Harnett, Mitchell, Wilson |
| 2001 State | 58.9 | |
| | 58.7 | Madison |
| | 58.5 | Asheboro City, Duplin, Mooresville City, Pamlico, Shelby City |
| 2000 State | 58.3 | Cumberland, Edenton/Chowan, Randolph, Rockingham |
| | 58.1 | Alamance-Burlington, Robeson |
| 1999 State | 57.9 | Warren, Wayne |
| | 57.7 | Bladen, Brunswick |
| | 57.3 | Camden, Columbus, Elizabeth City/Pasquotank, Granville |
| | 56.9 | Charlotte/Mecklenburg |
| | 56.7 | Montgomery, New Century School** |
| | 55.9 | Edgecombe |
| | 55.7 | Caswell |
| | 55.5 | Kannapolis City, Kings Mountain City |
| | 55.3 | Jones |
| | 55.1 | Anson, Hoke |
| | 53.7 | Vance |
| | 53.5 | Northampton |
| | 53.3 | Laurinburg Charter**, Washington |
| | 52.9 | Bertie |
| | 52.5 | Halifax |
| | 52.3 | Tyrrell |
| | 49.9 | River Mill Academy** |
| | 49.5 | Hertford |
| | 46.9 | Weldon City |
| | * | J.H. Baker Jr. High** |

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where the number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 43. 2001-02 End-of-Course Multiple-Choice Test Results
Economic, Legal, and Political Systems -- Mean Scale Score by LEA (Maximum=87)

| State | Mean Score† | 2002 LEA Performance |
|--|-------------|--|
| 2001 State, 2002 State | 66.3 | Raleigh Charter HS** |
| | 64.7 | Thomas Jefferson** |
| | 61.7 | Swain |
| | 60.7 | Chapel Hill-Carrboro City |
| | 60.1 | Currituck |
| | 59.3 | Cherokee |
| | 59.1 | Hyde, Polk |
| | 58.9 | Dare |
| | 58.7 | Clay, Johnston |
| | 58.5 | Graham, Kings Mountain City |
| | 58.3 | Avery, Madison, Onslow |
| | 58.1 | Newton Conover City, Rowan-Salisbury, Transylvania, Woods Charter** |
| | 57.9 | Beaufort, Burke, Granville, Wake, Watauga |
| | 57.7 | Asheville City, Camden, Edgecombe, Randolph, Yancey |
| | 57.5 | Ashe, Buncombe, Surry |
| | 57.3 | Lincoln, Pitt |
| | 57.1 | Cabarrus, Davidson, Orange, Shelby City, Union |
| | 56.9 | Cleveland, New Hanover, Wilkes, Yadkin |
| | 56.7 | Henderson, Moore, Stanly |
| | 56.5 | Alleghany, Brunswick, Rockingham, Wayne |
| | 56.3 | Catawba |
| | 56.1 | Carteret, Harnett, Perquimans |
| | 55.9 | Craven, Elkin City, Gaston, Iredell-Statesville, Person |
| | 55.7 | Guilford, Mitchell, Mount Airy City |
| | 55.5 | Clinton City, East Wake Academy**, Kannapolis City, Lenoir, Martin, Pender, River Mill Academy**, Roanoke Rapids City, Sampson, Wilson |
| | ... | |
| | 55.1 | Asheboro City, Chatham, Davie, Thomasville City |
| | 54.9 | Macon, Whiteville City |
| | 54.7 | Alexander, Cumberland, Hickory City, Gates, Haywood, McDowell, Scotland, Stokes, Winston-Salem/Forsyth |
| | 54.5 | Columbus |
| | 54.3 | Caldwell, Duplin, Rutherford, Edenton/Chowan, Village Charter** |
| | 54.1 | Jackson |
| 1999, 2000 State 1998 State 1997 State | 53.9 | Lexington City |
| | 53.7 | Charlotte/Mecklenburg, Durham, Montgomery |
| | 53.5 | Crossnore Academy** |
| | 53.3 | Alamance-Burlington, Elizabeth City/Pasquotank, Hoke, Mooresville City, New Century School** |
| | 53.1 | Franklin, Lee, Pamlico, Richmond, Tyrrell |
| | 52.9 | Caswell, Rocky Mount Charter** |
| | 52.7 | Greene, Northampton |
| | 52.5 | Jones |
| | 51.9 | Vance |
| | 51.7 | Bladen, Hertford, Nash-Rocky Mount |
| | 51.3 | Robeson |
| | 51.1 | Kestrel Heights** |
| | 50.9 | Bertie |
| | 50.5 | Anson |
| | 50.3 | Lincoln Charter** |
| | 49.3 | Cape Lookout Marine**, Halifax, Provisions Academy**, Warren |
| | 48.7 | Washington |
| | 46.9 | Weldon City |
| | 46.7 | Alpha Academy** |
| | 46.5 | Wayne Academy** |
| | 45.9 | Laurinburg Charter** |
| | 45.7 | Kennedy School** |
| | 42.7 | Carter Community** |
| | 42.3 | J.H. Baker Jr. High** |
| | 41.9 | Lakeside School** |
| | 41.3 | Laurinburg Homework** |
| | * | Grandfather Academy**, Omuteko Gwamaziima** |

Notes: † Scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where the number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 44. 2001-02 End-of-Course Multiple-Choice Test Results
English I -- Mean Scale Score by LEA (Maximum=90)

| State | Mean Score† | 2002 LEA Performance |
|--------------------------------|-------------|---|
| 2002 State 2000, 2001 State | 66.3 | Raleigh Charter HS** |
| | 62.3 | Chapel Hill-Carrboro City |
| | 61.3 | Thomas Jefferson** |
| | 60.1 | Watauga |
| | 59.9 | New Century School** |
| | 59.7 | Woods Charter** |
| | 59.5 | Clay |
| | 59.3 | River Mill Academy** |
| | 58.9 | Transylvania |
| | 58.7 | Shelby City, Wake |
| | 58.5 | Yancey |
| | 58.1 | Camden, Elkin City |
| | 57.9 | Graham |
| | 57.7 | Cherokee, Mooresville City |
| | 57.5 | Buncombe, Davidson, Mount Airy City |
| | 57.3 | Alleghany, Burke, Johnston, Moore, Pender, Pitt |
| | 57.1 | Asheville City, Dare, New Hanover |
| | 56.9 | Craven, Orange, Union |
| | 56.7 | Cabarrus, Carteret, Currituck, McDowell |
| | 56.5 | Clinton City, Haywood, Polk, Roanoke Rapids City, Winston-Salem/Forsyth |
| | 56.3 | Chatham, Henderson, Onslow, Stanly, Surry |
| | 56.1 | Alexander, Avery, East Wake Academy**, Jackson, Mitchell, Newton Conover City, Wilkes |
| | 55.9 | Ashe, Asheboro City, Caldwell, Catawba, Cleveland, Hickory City, Village Charter** |
| | 55.7 | Brunswick, Charlotte/Mecklenburg, Macon, Rockingham, Swain |
| | 55.5 | Davie, Gaston, Granville, Richmond |
| | 55.3 | Caswell, Durham, Gates, Iredell-Statesville, Kings Mountain City, Rutherford, Thomasville City, Whiteville City |
| | 55.1 | Alamance-Burlington, Guilford, Hyde, Lincoln, Pamlico |
| | 54.9 | Wayne |
| | 54.7 | Cumberland, Rowan-Salisbury |
| | 54.5 | Greene, Lenoir, Person, Randolph |
| | 54.3 | Harnett, Perquimans, Rocky Mount Charter**, Yadkin |
| | 54.1 | Columbus, Duplin, Edenton/Chowan, Scotland |
| | 53.9 | Beaufort, Hoke, Wilson |
| | 53.7 | Elizabeth City/Pasquotank, Kestrel Heights**, Lee, Montgomery, Sampson |
| | 53.5 | Edgecombe, Lincoln Charter**, Madison, Nash-Rocky Mount |
| | 53.3 | Alpha Academy**, Kannapolis City |
| | 53.1 | Bladen, Franklin, Martin |
| | 52.9 | Northampton, Provisions Academy**, Stokes |
| | 52.5 | Jones |
| | 52.1 | Community Partners High**, Tyrrell, Vance |
| | 51.5 | Washington |
| | 51.3 | Lexington City, Warren |
| | 51.1 | Crossnore Academy**, Robeson |
| | 50.5 | Anson |
| | 50.3 | Cape Lookout Marine** |
| | 50.1 | Bertie, Hertford |
| | 49.5 | Halifax |
| | 47.9 | Kennedy School** |
| | 47.3 | Weldon City |
| | 46.3 | J.H. Baker Jr High** |
| | 46.1 | C.G. Woodson** |
| | 45.9 | Wayne Academy** |
| | 44.1 | Carter Community**, Lakeside School** |
| | 43.9 | Laurinburg Charter** |
| | 43.7 | Laurinburg Homework** |
| | * | Grandfather Academy**, Omuteko Gwamaziima** |

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where the number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after September 25, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 45. 2001-02 End-of-Course Multiple-Choice Test Results
Geometry -- Mean Scale Score by LEA (Maximum=91)

| State | Mean Score [†] | 2002 LEA Performance |
|------------|-------------------------|---|
| | 82.1 | Magellan** |
| | 72.1 | Exploris** |
| | 68.3 | Raleigh Charter HS** |
| | 67.3 | Chapel Hill-Carrboro City |
| | 66.7 | Yancey |
| | 65.7 | Currituck, Madison |
| | 65.5 | Thomas Jefferson** |
| | 65.3 | Transylvania |
| | 64.9 | Burke, Surry, Watauga |
| | 64.5 | Catawba |
| | 64.3 | Haywood, Henderson, Mooresville City, Wake |
| | 64.1 | Buncombe, Stanly |
| | 63.7 | Orange, Pitt, Wilkes |
| | 63.5 | Pamlico |
| | 63.3 | Alexander, Cabarrus, Stokes |
| | 63.1 | Perquimans |
| | 62.9 | Cape Lookout Marine**, Iredell-Statesville, Yadkin |
| | 62.7 | Hickory City, Newton Conover City |
| | 62.5 | Clay, Edenton/Chowan, Elkin City, Graham, Johnston, Lee, Polk |
| | 62.3 | Davidson, Moore, New Hanover, Pender, Tyrrell |
| | 62.1 | Ashe, Cleveland, Dare, Mount Airy City, Shelby City |
| | 61.9 | Beaufort, Hyde, Rutherford, Union |
| | 61.7 | Carteret, Lenoir, McDowell, Onslow, Rowan-Salisbury, Scotland |
| | 61.3 | Asheboro City, Cherokee, Kings Mountain City |
| | 61.1 | Gates, Roanoke Rapids City, Swain |
| | 60.9 | Craven, Randolph, Thomasville City |
| 2002 State | 60.7 | Alleghany, Caldwell, Chatham, Jackson, Macon, Winston-Salem/Forsyth |
| | 60.5 | Asheville City, Avery, Davie, Granville, Kannapolis City, Woods Charter** |
| | 60.3 | Harnett |
| 2001 State | 60.1 | Lincoln |
| | 59.9 | Duplin, Gaston, Guilford |
| | 59.7 | Clinton City, Mitchell |
| | 59.5 | Alamance-Burlington, Camden |
| 2000 State | 59.1 | Durham, Greene, Person, Sampson, Wayne |
| | 58.9 | River Mill Academy** |
| | 58.7 | Wilson |
| 1999 State | 58.5 | Kestrel Heights**, Rockingham |
| | 58.3 | Franklin |
| | 58.1 | Brunswick |
| | 57.9 | Martin |
| | 57.7 | Richmond |
| | 57.3 | Charlotte/Mecklenburg, Columbus, Nash-Rocky Mount, Whiteville City |
| | 57.1 | Cumberland |
| | 56.7 | Montgomery, Warren |
| | 56.5 | Anson, Edgecombe |
| | 56.3 | Bladen |
| | 56.1 | Lexington City |
| | 55.7 | Elizabeth City/Pasquotank, Robeson |
| | 55.3 | East Wake Academy**, Hoke |
| | 54.7 | Caswell, Crossnore Academy** |
| | 54.3 | New Century School**, Washington |
| | 54.1 | Laurinburg Homework** |
| | 53.7 | Vance |
| | 53.5 | Bertie |
| | 53.1 | Jones |
| | 52.9 | Alpha Academy**, Hertford |
| | 52.5 | Northampton |
| | 51.3 | Halifax |
| | 50.9 | Weldon City |
| | 47.9 | Laurinburg Charter** |
| | 47.7 | Kennedy School** |
| | * | Grandfather Academy**, J.H. Baker Jr High**, Lake Norman**, Lakeside Sch.**, Sterling Montessori**, Village Charter** |

Notes: [†]Scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where the number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

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Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 46. 2001-02 End-of-Course Multiple-Choice Test Results
Physical Science -- Mean Scale Score by LEA (Maximum=89)

| State | Mean Score† | 2002 LEA Performance |
|------------|-------------|--|
| 2002 State | 65.7 | Lexington City |
| | 65.5 | Kannapolis City |
| | 61.3 | Cherokee |
| | 61.1 | Alleghany |
| | 60.9 | Chapel Hill-Carrboro City |
| | 60.7 | Ashe, Carteret |
| | 60.5 | Cleveland, Dare |
| | 60.1 | Alexander, Clay |
| | 59.5 | Johnston, Stanly |
| | 59.3 | Buncombe |
| | 59.1 | Elkin City, Transylvania |
| | 58.9 | Perquimans |
| | 58.7 | Burke, Cabarrus |
| | 58.5 | Surry, Union |
| | 58.3 | Onslow, Wayne |
| | 58.1 | Currituck |
| | 57.9 | Moore, Pitt, Thomasville City |
| | 57.7 | Craven |
| | 57.5 | Graham, Pamlico, Pender |
| | 57.3 | Greene, Iredell-Statesville, Swain |
| | 57.1 | Davie, Rutherford |
| | 56.9 | Davidson, Gates, Stokes, Wilkes, Woods Charter** |
| | 56.7 | Catawba, Gaston |
| | 56.5 | Lincoln, Macon, Rocky Mount Charter** |
| | 56.3 | Lenoir, Mount Airy City, Newton Conover City |
| | 56.1 | Granville, Guilford, Kings Mountain City, Wake |
| | 55.9 | Harnett, Scotland |
| 2001 State | 55.5 | Duplin, Franklin, Richmond, Rockingham, Whiteville City |
| | 55.3 | Caldwell, Hyde, Madison |
| | 55.1 | Jackson, Randolph, Tyrrell |
| 2000 State | 54.9 | Cumberland, Mitchell |
| | 54.7 | Robeson, Sampson |
| 1999 State | 54.5 | Beaufort, Chatham, Rowan-Salisbury |
| | 54.3 | Alamance-Burlington, Camden, Wilson |
| | 54.1 | Columbus, Martin |
| | 53.9 | Durham, New Hanover, Winston-Salem/Forsyth |
| | 53.3 | Community Partners High**, East Wake Academy**, Northampton |
| | 53.1 | Person |
| | 52.9 | Asheville City, Caswell, Haywood |
| | 52.7 | Brunswick, Mooresville City, Polk, Watauga |
| | 52.5 | Asheboro City |
| | 52.3 | Bladen, Cape Lookout Marine**, Hoke |
| | 52.1 | Montgomery |
| | 51.7 | Bertie, Halifax, Orange |
| | 51.5 | New Century School**, Vance |
| | 51.3 | Charlotte/Mecklenburg, Henderson, Yadkin |
| | 51.1 | Jones |
| | 50.5 | McDowell |
| | 50.3 | Anson, Shelby City, Warren |
| | 50.1 | Nash-Rocky Mount |
| | 49.7 | Lincoln Charter** |
| | 49.5 | Weldon City |
| | 48.5 | Elizabeth City/Pasquotank |
| | 48.3 | Alpha Academy** |
| | 48.1 | Hertford |
| | 47.9 | Wayne Academy** |
| | 47.7 | Lee |
| | 47.3 | Edenton/Chowan, Laurinburg Homework** |
| | 47.1 | Crossnore Academy** |
| | 46.9 | Kennedy School**, Laurinburg Charter** |
| | 46.7 | Hickory City, Washington |
| | 46.5 | Carter Community** |
| | 46.1 | J.H. Baker Jr High**, Lakeside School** |
| | 45.3 | C.G. Woodson** |
| | * | Grandfather Academy**, Omuteko Gwamaziima**, Roanoke Rapids City |

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where the number tested is fewer than five.

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Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 47. 2001-02 End-of-Course Multiple-Choice Test Results
Physics -- Mean Scale Score by LEA (Maximum=87)

| State | Mean Score† | 2002 LEA Performance |
|--------------------------------|-------------|---|
| 2002 State | 71.9 | Mitchell |
| | 68.5 | Chapel Hill-Carrboro City |
| | 68.1 | Hickory City |
| | 67.7 | Davie, Elkin City |
| | 66.1 | Thomasville City |
| | 65.7 | Transylvania |
| | 64.7 | Yancey |
| | 64.1 | Wilkes |
| | 63.9 | Wake |
| | 63.7 | Moore |
| | 63.5 | Roanoke Rapids City |
| | 63.3 | Clay, Lincoln, New Hanover |
| | 63.1 | Shelby City |
| | 62.7 | Stanly |
| | 62.5 | Asheville City, Buncombe, Carteret, Currituck, Union |
| | 62.3 | Cabarrus, Guilford |
| | 62.1 | Craven, Onslow, Winston-Salem/Forsyth |
| | 61.9 | Randolph |
| | 61.7 | Asheboro City, Cleveland, Watauga |
| | 61.5 | Granville, Mooresville City |
| | 61.3 | Haywood, Henderson, Iredell-Statesville |
| | 61.1 | Alleghany, Edgecombe |
| | 60.9 | Clinton City, Mount Airy City |
| | 60.7 | Alamance-Burlington, Jackson, Raleigh Charter HS** |
| | 60.3 | Camden, Catawba, Charlotte/Mecklenburg, Johnston, Rowan-Salisbury |
| | 60.1 | Edenton/Chowan, Lee, Newton Conover City |
| | 59.9 | Caldwell, Duplin, Pitt, Stokes, Wilson |
| | 59.7 | Davidson |
| | 59.5 | Durham, Gaston, Lenoir, Scotland |
| | 59.3 | Beaufort, Pender, Surry, Whiteville City |
| | 58.9 | Brunswick, Wayne |
| | 58.5 | Kings Mountain City, Vance |
| | 58.3 | Anson, Burke, Orange, Pamlico |
| | 58.1 | Ashe |
| | 57.9 | Kannapolis City, Madison, Nash-Rocky Mount |
| | 57.7 | Avery |
| | 57.5 | Cumberland, Dare |
| 2000, 2001 State 1999 State | 57.1 | Caswell, McDowell |
| | 56.9 | Chatham |
| | 56.7 | Columbus, Gates, Montgomery, Rockingham |
| | 56.5 | Alexander, Richmond, Washington, Yadkin |
| | 56.3 | Macon |
| | 56.1 | Cherokee, Swain |
| | 55.5 | Martin |
| | 55.3 | Warren |
| | 55.1 | Franklin, Rutherford |
| | 54.9 | Harnett |
| | 54.7 | Elizabeth City/Pasquotank |
| | 53.9 | Bladen, Robeson |
| | 53.7 | Northampton |
| | 52.1 | Bertie, Polk |
| | 51.5 | Tyrrell |
| | 51.1 | Hoke |
| | 50.3 | Person |
| | 48.1 | Halifax |
| | * | Graham, Jones, Lexington City, Perquimans, River Mill Academy**, Thomas Jefferson** |

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where the number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

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Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 48. 2001-02 End-of-Course Multiple-Choice Test Results
U.S. History -- Mean Scale Score by LEA (Maximum=86)

| State | Mean Score† | 2002 LEA Performance |
|---|-------------|--|
| 1999, 2001 State 2002 State 1995, 1996, 1997, 1998 State 2000 State | 65.5 | Madison |
| | 64.1 | Raleigh Charter HS** |
| | 62.3 | Woods Charter** |
| | 61.5 | Chapel Hill-Carrboro City |
| | 60.7 | Transylvania |
| | 59.5 | Avery, Yadkin |
| | 59.3 | Swain |
| | 59.1 | Asheville City, Cleveland, Pender |
| | 58.9 | Wake |
| | 58.5 | Buncombe, Hickory City, Shelby City |
| | 58.3 | Alleghany, Burke, Craven, Henderson, Orange, Stanly |
| | 57.9 | Elkin City, Graham, Mooresville City, New Hanover |
| | 57.7 | Asheboro City, Carteret, Gaston, Jackson, Lincoln, Newton Conover City, River Mill Academy** |
| | 57.5 | Cherokee, Haywood, Johnston, Macon, Moore, Pamlico, Wilkes |
| | 57.3 | Edenton/Chowan, Granville |
| | 57.1 | Ashe, Clinton City, Lee, Roanoke Rapids City, Union, Winston-Salem/Forsyth |
| | 56.9 | Cabarrus, Clay, Davie, McDowell, Onslow |
| | 56.7 | Chatham, Pitt |
| | 56.5 | Davidson, Guilford, Kings Mountain City, Polk, Rockingham, Thomasville City |
| | 56.3 | Camden, Charlotte/Mecklenburg, Dare, Durham, Hyde, Surry, Wayne, Wilson |
| | 56.1 | Brunswick, Catawba, Kannapolis City, Rutherford, Watauga |
| | 55.9 | Iredell-Statesville |
| | 55.7 | Bladen, Edgecombe, Mount Airy City, Person |
| | 55.5 | Cumberland, Mitchell, Randolph |
| | 55.3 | Harnett, Scotland |
| | 55.1 | Beaufort, Columbus, Warren, Whiteville City |
| | 54.9 | Caldwell |
| | 54.7 | Gates, Rowan-Salisbury |
| | 54.5 | Alamance-Burlington, Currituck, Duplin, Martin, Perquimans, Sampson |
| | 54.3 | Lenoir, Lexington City, Montgomery, Robeson, Yancey |
| | 54.1 | Greene |
| | 53.9 | Alexander |
| | 53.7 | Richmond, Stokes |
| | 53.5 | Anson, Elizabeth City/Pasquotank |
| | 53.3 | Caswell, Franklin, Nash-Rocky Mount, Northampton |
| | 53.1 | Jones |
| | 52.1 | Vance |
| | 51.7 | Hoke |
| | 51.3 | Washington |
| | 50.5 | Kennedy School**, New Century School**, Tyrrell |
| | 50.3 | Hertford |
| | 50.1 | Bertie |
| | 49.1 | Cape Lookout Marine**, Crossnore Academy**, Halifax, J.H. Baker Jr High** |
| | 47.1 | Lakeside School** |
| | 45.9 | Weldon City |
| | 45.5 | Laurinburg Homework** |
| | 45.1 | Wayne Academy** |
| | 42.9 | Laurinburg Charter** |
| | 41.1 | C.G. Woodson** |
| | * | Thomas Jefferson** |


Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where the number tested is fewer than five.

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Prepared by the NCDPI Division of Accountability Services/Testing Section.



Appendices

Appendix A

List of North Carolina Charter Schools, 2001-02

List of North Carolina Charter Schools, 2001-02

| | |
|---|---|
| A Child's Garden School | MAST School |
| Alpha Academy | Maureen Joy Charter School |
| American Renaissance Charter School | Metrolina Regional Scholars' Academy |
| American Renaissance Middle School | Millennium Charter Academy |
| Arapahoe Charter School | New Century School |
| Artspace Charter School (formerly Chesire) | Northeast Raleigh Charter Academy |
| Bethany Community Middle School | Omuteko Gwamaziima |
| Bethel Hill Charter School | Orange Charter School |
| Brevard Academy | Phoenix Academy |
| Bridges | Piedmont Community School |
| Cape Fear Center for Inquiry | PreEminent Charter School |
| Cape Lookout Marine Science High School | Provisions Academy |
| Carter Community School | Quality Education Academy |
| Charter Day School | Quest Academy |
| Chatham Charter School | Raleigh Charter High School |
| CIS Academy | Research Triangle Charter Academy |
| Clover Garden | River Mill Academy (formerly River Mill Charter) |
| Community Partners High | Rocky Mount Charter Public School |
| Crossnore Academy | Rowan Academy |
| Crossroads Charter High | Sallie B. Howard School |
| Dillard Academy | Sandhills Theatre Arts Renaissance School (STARS) |
| East Wake Academy | SPARC Academy |
| East Winston Primary School | Stanly County Community |
| Engelmann School of the Arts and Sciences | Sterling Montessori Academy |
| Evergreen Community Charter School | Success Institute |
| Exploris Middle School | Sugar Creek Charter School |
| Forsyth Academies | Summit Charter School |
| Francine Delany New School for Children | The Carter G. Woodson School of Challenge |
| Gaston College Preparatory (GCP) | The Children's Village Academy |
| Grandfather Academy | The Community Charter School |
| Greensboro Academy | The Downtown Middle School |
| Guilford-SABIS | The Franklin Academy |
| Haliwa-Saponi Tribal | The Laurinburg Homework Center Charter School |
| Healthy Start Academy Charter Elementary School | The Learning Center |
| Highland Charter Public School | The Mountain Community School |
| Hope Elementary School | The New Dimensions School |
| Imani Institute Charter School | The Woods Charter School |
| John H. Baker Jr. High School | Thomas Jefferson Classical Academy |
| Kennedy School | Tiller School |
| Kestrel Heights School | Turning Point |
| Lake Norman Charter School | Union Academy |
| Lakeside School | Vance Charter School |
| Laurinburg Charter School | Village Charter |
| Lincoln Charter School | Washington Montessori-A Public Charter School |
| Magellan Charter School | Wayne County Technical Academy |

Appendix B

Test Information Sheets

and

Sample Test Items

North Carolina End-of-Grade Tests Reading Comprehension—Grade 3

What is end-of-grade testing and what is its purpose? The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For school, school system, and state accountability, the scores from the prior grade (for example, grade 3 pretest) will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test? The end-of-grade reading test for grade 3 assesses the reading strand of the grade 3 English Language Arts curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The test consists of ten reading passages and from 3 to 8 associated questions. Each student is asked to read four literary passages (for example, narrative, fiction, essay, drama, poetry); four content-based passages selected from art, science, health, mathematics, and social studies; and two consumer/human interest passages (for example, recipes, projects, relevant short pieces from popular magazines). The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The associated questions for each passage address goals 2 and 3 of the curriculum. Goal 1, the understanding and knowledge of one's reading, is not assessed at this grade level. It was felt that students in this grade level, while exhibiting reading strategies as they read, would not be able to explain the strategies they used. Goal 4, personal response, is not assessed by the reading multiple-choice test. This goal is better assessed with an open-ended format.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test for the Reading Comprehension—Grade 3

| Goal/ Strand | Description of Goal/Strand | Difficulty of Items in Pool |
|-----------------|--|--------------------------------|
| 2 | The learner will use language for the acquisition, interpretation, and application of information. | 58% |
| | 2.1 The learner will identify, collect, or select information and ideas. | 63% |
| | 2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations. | 51% |
| | 2.3 The learner will apply, extend, and expand on information and concepts. | 60% |
| 3 | The learner will use language for critical analysis and evaluation. | 46% |

How is the test administered? The end-of-grade reading test for grade 3 consists of 56 multiple-choice questions administered during a 100-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed? The passages were selected by curriculum specialists to reflect the variety of reading done by students in and out of school and to be accessible to a majority of students (based on readability analyses). The selected passages were ones that would generally be read by students, would be interesting to the students, and were appropriate content for a reading comprehension test. The questions for each passage were written and reviewed by trained North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 28,000 students from randomly selected schools across the state. The grade 3 reading test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade reading test are reported on a developmental scale which allows the measurement of growth in achievement across the grade levels. On the grade 3 reading test the scale scores range from 114-172. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test Reading Comprehension—Grade 3

| Level | Description |
|-------|--|
| 1 | Students performing at this level do not have sufficient mastery of knowledge and skills to be successful at a more advanced level in the content area. |
| 2 | Students performing at this level demonstrate inconsistent mastery of knowledge and skills and are minimally prepared to be successful at a more advanced level in the content area. |
| 3 | Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area. |
| 4 | Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the subject matter and skills and are very well prepared for a more advanced level in the content area. |

Sample Items

The items on the following pages are samples of the types of items that appear on the North Carolina End-of-Grade Test of Grade 3. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

Grade 3 Reading Sample

Read the following passage to learn why Hattie had to hide.

Hattie the Backstage Bat

By Don Freeman

The backstage of a dark, empty theater is a lonely place where only a bat would feel at home.

To a little bat named Hattie, this *was* home.

She had lived in the Lyceum Theater all her life, so she had never seen a green tree or a haunted house. Nor, for that matter, had she ever flown on the bright moonlight the way other bats do.

Hattie's sky was the vast space high above the stage. Every night she flew for hours at a time, swooping in and out among the ropes and rafters and between the stage curtains.

Then, when she was tired, she landed on her favorite perch, folded her wings tightly against her sides, and hung upside down by her tiny claws to sleep.

The only person who knew about Hattie was Mr. Collins, the stage doorman. He came in every morning to sweep the floor and to keep things neat and tidy.

There hadn't been a show in the old Lyceum Theater for quite a long while, but Mr. Collins was never lonely. He had Hattie to keep him company.

Once he made her a tiny hat out of odds and ends he found in an old costume trunk.

Each noontime Mr. Collins pulled his chair to the middle of the stage and shared his lunch with his friend. He knew that bats like to nibble flowers even more than they like crumbs, so he always brought Hattie a daisy for her dessert.

While they ate, Hattie listened as Mr. Collins chatted about the wonderful plays and shows that had been presented on this very stage.

One afternoon he had very important news to tell Hattie. "Starting today, some actors are coming here to rehearse a new play," he said seriously. "That means you will have to stay out of sight. I don't know why, but people get terribly frightened if they see a bat flying around."

Then, with his long-handled broom, Mr. Collins shooed Hattie into the rafters. "I'm sorry to have to do this, my dear," he shouted, "but it's for your own good as well as mine. We want the play to be a success, don't we?"

So Hattie did as she was told.

Grade 3 Reading Sample Items

1. Objective 2.2

Thinking Skill: Knowledge

The best way the doorman shows he is Hattie's friend is by doing what?

- *A sending her to the rafters
- B keeping things neat and tidy
- C singing to her
- D sweeping the floor

2. Objective 3.2

Thinking Skill: Evaluating

What is the author's purpose in this passage?

- *A to show special relationships
- B to show where bats live
- C to show how bats sleep
- D to show that bats will eat from humans

3. Objective 2.1

Thinking Skill: Knowledge

Why did the doorman say, "That means you have to stay out of sight"?

- A Bats are blind.
- *B Bats scare people.
- C Bats are messy.
- D Bats need trees.

4. Objective 2.1

Thinking Skill: Analyzing

Why was Hattie able to survive inside the theater?

- A The doorman made her a hat.
- B The doorman told her stories.
- *C The doorman fed her.
- D The doorman visited with her.

North Carolina End-of-Grade Test—Grade 3 Mathematics

What is the Grade 3 test like? The North Carolina End-of-Grade (EOG)—Grade 3 test in mathematics assesses the third grade goals and objectives in the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum's focus on inquiry instruction and higher-order thinking, the EOG—Grade 3 test in mathematics has an increased focus on processing information and higher-order thinking.

Each item on the EOG—Grade 3 test in mathematics is related to one of the third grade competency goals in the *North Carolina Mathematics Standard Course of Study*. The four competency goals for the grade 3 mathematics curriculum describe the knowledge and skills that are to be taught in all third grade classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOG—Grade 3 test in mathematics assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test—Grade 3 Mathematics

| Goal | Description of Goal | Percentage of Items on Test |
|------|---|-----------------------------|
| 1 | The learner will model, identify, and compute with numbers less than 10,000. | 40% |
| 2 | The learner will recognize, understand, and use basic geometric properties, and standard units of metric and customary measurement. | 30% |
| 3 | The learner will demonstrate an understanding of classification, patterning, and seriation. | 15% |
| 4 | The learner will demonstrate an understanding of data collection, display, and interpretation. | 15% |

How is the test administered? The EOG—Grade 3 test in mathematics consists of 80 multiple-choice questions and is administered in two parts: Calculator-Inactive (24 questions) and Calculator-Active (56 questions). Students may not use calculators during the Calculator-Inactive part (30%) of the test. Students may use calculators during the Calculator-Active part (70%) of the test. The test is administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the school year. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed? The questions on the EOG—Grade 3 test in mathematics were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. EOG—Grade 3 tests in mathematics aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000–2001 school year.

What kinds of scores do students receive on the test? The scores on the End-of-Grade Tests in mathematics are reported on a developmental scale, which allows the measurement of growth in achievement across the grade levels. The scale scores range from 210 to 310. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for North Carolina End of Grade Test—Grade 3
Mathematics

| Level | Description |
|-------|--|
| 1 | Students performing at this level do not have sufficient mastery of knowledge and skills to be successful at a more advanced level in the content area. |
| 2 | Students performing at this level demonstrate inconsistent mastery of knowledge and skills and are minimally prepared to be successful at a more advanced level in the content area. |
| 3 | Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area. |
| 4 | Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the subject matter and skills and are very well prepared for a more advanced level in the content area. |

Sample Items The following pages contain samples of the types of items that appear on the North Carolina End-of-Grade Test—Grade 3 in mathematics. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information: **Assessment Briefs:**
<http://www.ncpublicschools.org/accountability/testing/briefs/MathematicsScs/>
<http://www.ncpublicschools.org/accountability/testing/briefs/CalculatorRequirements/>

Mathematics Curriculum:
<http://www.ncpublicschools.org/curriculum>

Thinking Skills:
<http://www.ncpublicschools.org/accountability/testing/>

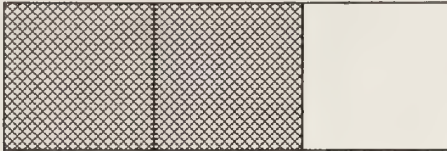
Additional Mathematics Sample Items:
<http://www.ncpublicschools.org/accountability/testing/eog/>

Grade 3 Math Sample Items

Calculator Inactive

1. Objective: 1.06
Thinking Skill: Analyzing

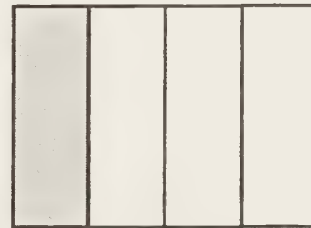
What portion of the figure is shaded?



- A $\frac{1}{3}$
B $\frac{1}{2}$
* C $\frac{2}{3}$
D $\frac{2}{1}$

-
2. Objective: 1.06
Thinking Skill: Analyzing

What mixed number represents the total parts shaded?



- A $1\frac{3}{8}$
B $1\frac{5}{8}$
* C $2\frac{1}{4}$
D $2\frac{3}{4}$

Calculator Active

3. Objective: 1.15
Thinking Skill: Applying

Tom's book has 478 pages. Sue's book has 514 pages. Adam's book has 38 more pages than Tom's book. Bob's book has 38 more pages than Sue's book. Whose book has the *most* pages?

- A Tom's
- B Sue's
- C Adam's
- *D Bob's

4. Objective: 1.15
Thinking Skill: Applying

There are 12 people at a pizza party. Each person gets 3 pieces of pizza. Each pizza has 4 pieces. How many pizzas do they need?

- A 3 pizzas
- B 4 pizzas
- *C 9 pizzas
- D 12 pizzas

North Carolina End-of-Grade Tests Reading Comprehension—Grade 5

What is end-of-grade testing and what is its purpose? The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For school, school system, and state accountability, the scores from the prior grade (for example, grade 4) will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test? The end-of-grade reading test for grade 5 assesses the reading strand of the grade 5 English Language Arts curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The test consists of ten reading passages and from 3 to 8 associated questions. Each student is asked to read four literary passages (for example, narrative, fiction, essay, drama, poetry); four content-based passages selected from art, science, health, mathematics, and social studies; and two consumer/human interest passages (for example, recipes, projects, relevant short pieces from popular magazines). The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The associated questions for each passage address goals 1, 2 and 3 of the curriculum. Goal 4, personal response, is not assessed by the reading multiple-choice test. This goal is better assessed with an open-ended format.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test for the Reading Comprehension—Grade 5

| Goal/ Strand | Description of Goal/Strand | Difficulty of Items in Pool |
|-----------------|--|--------------------------------|
| 1 | The learner will use strategies and processes that enhance control of communication skills development. | 58% |
| 2 | The learner will use language for the acquisition, interpretation, and application of information. | 62% |
| | 2.1 The learner will identify, collect, or select information and ideas. | 66% |
| | 2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations. | 61% |
| | 2.3 The learner will apply, extend, and expand on information and concepts. | 56% |
| 3 | The learner will use language for critical analysis and evaluation. | 53% |

How is the test administered? The end-of-grade reading test for grade 5 consists of 65 multiple-choice questions administered during a 100-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed? The passages were selected by curriculum specialists to reflect the variety of reading done by students in and out of school and to be accessible to a majority of students (based on readability analyses). The selected passages were ones that would generally be read by students, would be interesting to the students, and were appropriate content for a reading comprehension test. The questions for each passage were written and reviewed by trained North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 28,000 students from randomly selected schools across the state. The grade 5 reading test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade reading test are reported on a developmental scale which allows the measurement of growth in achievement across the grade levels. On the grade 5 reading test the scale scores range from 124-182. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test Reading Comprehension—Grade 5

| Level | Description |
|-------|--|
| 1 | Students performing at this level do not have sufficient mastery of knowledge and skills to be successful at a more advanced level in the content area. |
| 2 | Students performing at this level demonstrate inconsistent mastery of knowledge and skills and are minimally prepared to be successful at a more advanced level in the content area. |
| 3 | Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area. |
| 4 | Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the subject matter and skills and are very well prepared for a more advanced level in the content area. |

Sample Items

The items on the following pages are samples of the types of items that appear on the North Carolina End-of-Grade Test of Grade 5. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

Read the following two poems to discover how the poets welcome spring.

Spring

by William Blake

Sound the flute!
Now it's mute.
Birds delight
Day and Night;
Nightingale
In the dale,
Lark in Sky,
Merrily,
Merrily, merrily, to welcome in the Year.

Little Boy,
Full of joy;
Little Girl,
Sweet and small;
Cock does crow,
So do you;
Merry voice,
Infant noise,
Merrily, merrily, to welcome in the Year.

Little Lamb
Here I am;
Come and lick
My white neck;
Let me pull
Your soft Wool;
Let me kiss
Your soft face;
Merrily, merrily, we welcome in the Year.

The Pasture

by Robert Frost

I'm going out to clean the pasture spring;
I'll only stop to rake the leaves away
(And wait to watch the water clear, I may):
I sha'n't be gone long.—You come too.

I'm going out to fetch the little calf
That's standing by the mother. It's so young.
It totters when she licks it with her tongue.
I sha'n't be gone long.—You come too.

Grade 5 Reading Sample Items

1. Objective 2.2

Thinking Skill: Analyzing

What word describes the mood of "Spring"?

- A serious
- B humorous
- *C joyful
- D nonsensical

2. Objective 2.2

Thinking Skill: Organizing

How can the two animals in the poems, the calf and the lamb, be compared to spring?

- A Both of them arrive suddenly.
- *B Both of them represent new life.
- C Both of them endure only a short time.
- D Both of them depend on others for survival.

3. Objective 2.1

Thinking Skill: Knowledge

What does the word "fetch" mean in the poem "The Pasture"?

A to trap

*B to bring back

C to watch

D to teach

4. Objective 2.2

Thinking Skill: Organizing

In "The Pasture," which line rhymes in each stanza?

A the first and third lines

*B the second and third lines

C the second and fourth lines

D the third and fourth lines

North Carolina End-of-Grade Test—Grade 5 Mathematics

*What is the
Grade 5
test like?*

The North Carolina End-of-Grade (EOG)—Grade 5 test in mathematics assesses the fifth grade goals and objectives in the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum's focus on inquiry instruction and higher-order thinking, the EOG—Grade 5 test in mathematics has an increased focus on processing information and higher-order thinking.

Each item on the EOG—Grade 5 test in mathematics is related to one of the fifth grade competency goals in the *North Carolina Mathematics Standard Course of Study*. The four competency goals for the grade 5 mathematics curriculum describe the knowledge and skills that are to be taught in all fifth grade classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOG—Grade 5 test in mathematics assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test—Grade 5
Mathematics

| Goal | Description of Goal | Percentage of Items on Test |
|------|--|--------------------------------|
| 1 | The learner will understand and compute with rational numbers. | 40% |
| 2 | The learner will demonstrate an understanding and use of the properties and relationships in geometry, and standard units of metric and customary measurement. | 25% |
| 3 | The learner will demonstrate an understanding of patterns, relationships, and elementary algebraic representation. | 16% |
| 4 | The learner will demonstrate an understanding and use of graphing, probability, and data analysis. | 19% |

How is the test administered? The EOG—Grade 5 test in mathematics consists of 80 multiple-choice questions and is administered in two parts: Calculator-Inactive (24 questions) and Calculator-Active (56 questions). Students may not use calculators during the Calculator-Inactive part (30%) of the test. Students may use calculators during the Calculator-Active part (70%) of the test. The test is administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the school year. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed? The questions on the EOG—Grade 5 test in mathematics were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. Mathematics EOG—Grade 5 tests aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000–2001 school year.

What kinds of scores do students receive on the test? The scores on the End-of-Grade Tests in mathematics are reported on a developmental scale, which allows the measurement of growth in achievement across the grade levels. The scale scores range from 210 to 310. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for North Carolina End of Grade Test—Grade 5
Mathematics

| Level | Description |
|-------|--|
| 1 | Students performing at this level do not have sufficient mastery of knowledge and skills to be successful at a more advanced level in the content area. |
| 2 | Students performing at this level demonstrate inconsistent mastery of knowledge and skills and are minimally prepared to be successful at a more advanced level in the content area. |
| 3 | Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area. |
| 4 | Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the subject matter and skills and are very well prepared for a more advanced level in the content area. |

Sample Items The following pages contain samples of the types of items that appear on the North Carolina End-of-Grade Test—Grade 5 in mathematics. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information: **Assessment Briefs:**
<http://www.ncpublicschools.org/accountability/testing/briefs/MathematicsScs/>
<http://www.ncpublicschools.org/accountability/testing/briefs/CalculatorRequirements/>

Mathematics Curriculum:
<http://www.ncpublicschools.org/curriculum>

Thinking Skills:
<http://www.ncpublicschools.org/accountability/testing/>

Additional Mathematics Sample Items:
<http://www.ncpublicschools.org/accountability/testing/eog/>

Grade 5 Math Sample Items

Calculator Inactive

1. Objective: 1.13
Thinking Skill: ☐ Applying

Canned milk is packed in cases of 24 cans. The whole case weighs 288 ounces. How much would $\frac{1}{4}$ of a case weigh?

- *A 72 ounces
- B 60 ounces
- C 48 ounces
- D 6 ounces

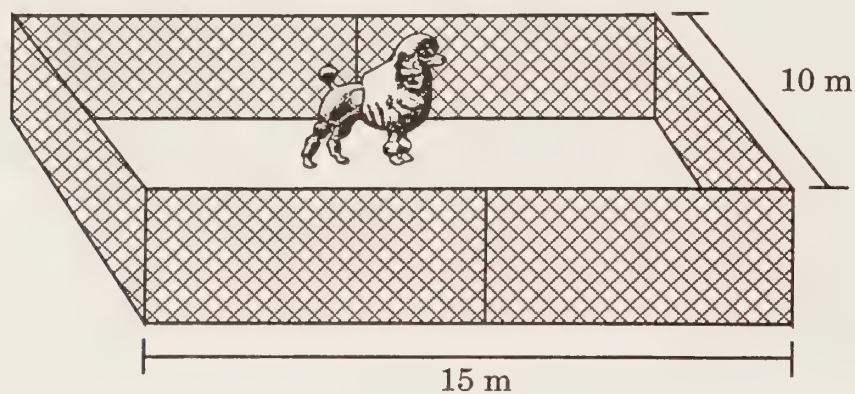
2. Objective: 1.18
Thinking Skill: ☒ Applying

Mr. Tanner's class has earned a pizza party, and Tiffany is in charge of ordering the pizza. She wants each of the 21 students in the class to have three pieces. If there are 12 slices in each pizza, how many pizzas should she order?

- A 3
- B 4
- C 5
- *D 6

3. Objective: 2.02
Thinking Skill: Applying

Ms. Rollins put a fence around her rectangular yard to keep her dog in.



How many meters of fencing did Ms. Rollins use?

- A 250 m
- B 150 m
- *C 50 m
- D 25 m

Calculator Active

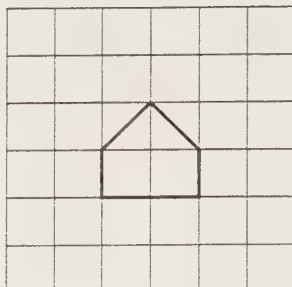
4. Objective: 1.18
Thinking Skill: Applying

The four members of the Chappell family went out for dinner. The total cost of the meal was \$34. If they used a \$5 coupon, how much was the cost per person?

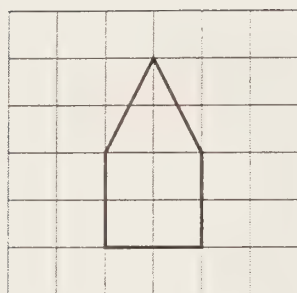
- A \$7.10
- *B \$7.25
- C \$8.20
- D \$8.50

5. Objective: 2.07
Thinking Skill: Analyzing

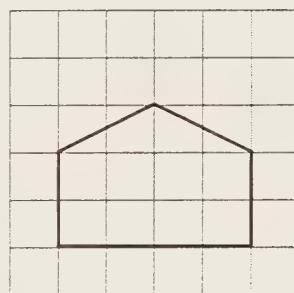
How would this picture look if it were drawn twice as large?



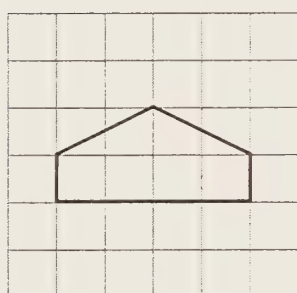
A



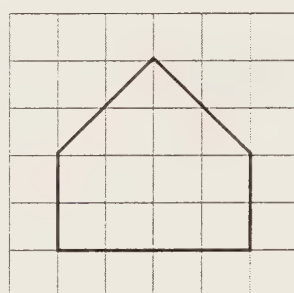
B



C



*D



6. Objective: 3.02
Thinking Skill: Analyzing

Which of these numbers is divisible by 3?

- A 61,234
- B 63,344
- *C 66,471
- D 67,214

7. Objective: 3.05
Thinking Skill: Generating

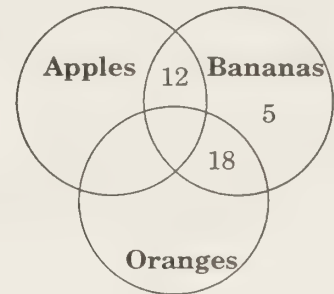
There are 36 fifth graders in art class. The art teacher wants to arrange their pictures on the wall so that one is in the first row, two are in the second row, three are in the third row, etc. How many rows of pictures will there be?

- *A 8 rows
- B 9 rows
- C 10 rows
- D 11 rows

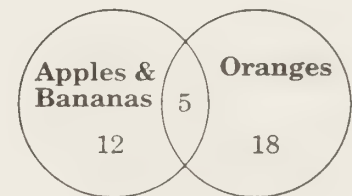
8. Objective: 4.04
Thinking Skill: Analyzing

A survey showed that 12 students in Mrs. Scott's class liked apples and bananas, 18 students liked oranges and bananas, and five students liked only bananas. Which Venn diagram shows this?

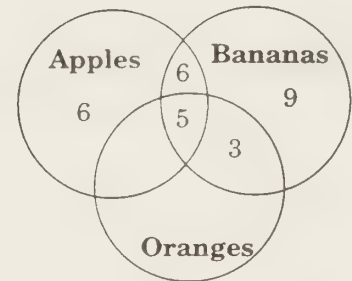
*A



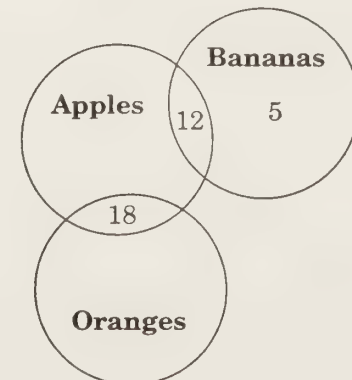
B



C



D



9. Objective: 4.05
Thinking Skill: Applying

The following are Tom's grades in science: 80, 85, 100, 78, 90. There will be only one more test this grading period. What is the lowest grade Tom can make and still have an 85 average in the class?

- A 70
- *B 77
- C 86
- D 100

10. Objective: 4.09
Thinking Skill: Analyzing

The bags pictured below contain red and green chips. If Jeff picks a chip at random, from which bag will he have the greatest chance of picking a red chip?

A



B



*C



D



North Carolina End-of-Grade Tests Reading Comprehension—Grade 8

*What is
end-of-
grade
testing and
what is its
purpose?*

The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For school, school system, and state accountability, the scores from the prior grade (for example, grade 7) will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

*What is
measured
by the test?*

The end-of-grade reading test for grade 8 assesses the reading strand of the grade 8 English Language Arts curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The test consists of ten reading passages and from 3 to 8 associated questions. Each student is asked to read four literary passages (for example, narrative, fiction, essay, drama, poetry); four content-based passages selected from art, science, health, mathematics, and social studies; and two consumer/human interest passages (for example, recipes, projects, relevant short pieces from popular magazines). The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The associated questions for each passage address goals 1, 2 and 3 of the curriculum. Goal 4, personal response, is not assessed by the reading multiple-choice test. This goal is better assessed with an open-ended format.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test for the Reading Comprehension—Grade 8

| Goal/ Strand | Description of Goal/Strand | Difficulty of Items in Pool |
|-----------------|--|--------------------------------|
| 1 | The learner will use strategies and processes that enhance control of communication skills development. | 53% |
| 2 | The learner will use language for the acquisition, interpretation, and application of information. | 59% |
| | 2.1 The learner will identify, collect, or select information and ideas. | 62% |
| | 2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations. | 58% |
| | 2.3 The learner will apply, extend, and expand on information and concepts. | 53% |
| 3 | The learner will use language for critical analysis and evaluation. | 58% |

How is the test administered?

The end-of-grade reading test for grade 8 consists of 68 multiple-choice questions administered during a 100-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed?

The passages were selected by curriculum specialists to reflect the variety of reading done by students in and out of school and to be accessible to a majority of students (based on readability analyses). The selected passages were ones that would generally be read by students, would be interesting to the students, and were appropriate content for a reading comprehension test. The questions for each passage were written and reviewed by trained North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 23,000 students from randomly selected schools across the state. The grade 8 reading test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test? The scores on the end-of-grade reading test are reported on a developmental scale which allows the measurement of growth in achievement across the grade levels. On the grade 8 reading test the scale scores range from 132-187. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test
Reading Comprehension—Grade 8

| Level | Description |
|-------|--|
| 1 | Students performing at this level do not have sufficient mastery of knowledge and skills to be successful at a more advanced level in the content area. |
| 2 | Students performing at this level demonstrate inconsistent mastery of knowledge and skills and are minimally prepared to be successful at a more advanced level in the content area. |
| 3 | Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area. |
| 4 | Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the subject matter and skills and are very well prepared for a more advanced level in the content area. |

Sample Items The items on the following pages are samples of the types of items that appear on the North Carolina End-of-Grade Test of Grade 8. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

Grade 8 Reading Sample

North Carolina's heritage is rich in folklore. The following selection is from Legends of the Outer Banks by Charles Harry Whedloe. Read this passage to learn about the mysterious healing waters of Shallotte's Inlet.

Shallotte's Inlet is located about seven miles from the lovely little town of Shallotte on the southern end of the Outer Banks. Quite near Holden's Beach, it is readily accessible and even appears on most road maps of the region. The Inlet is a part of the famous Inland Waterway; and, though much of it is under federal control, all of it is open to the public.

Present in this particular watercourse is a peculiar type of rush or reed that grows nowhere else, so far as is known, but grows here in abundance. In the center of the reed is found a substance that looks for all the world like bread. At last report the growth had not been pinned down other than being generally classified as of the genus *Juncus* in the family *Juncaceae*. It is thought, however, that this plant is not unique to Shallotte's Inlet. Such a thing would be a rarity, indeed, in botany.

It has been definitely established, however, by careful observation and repeated experiment, that when these reeds become inundated with salt water from the sea, as frequently happens, a sort of mold develops on the breadlike substance and then washes off in large quantities until the water in the vicinity assumes a rather milky appearance. It is this milky water which has been present in all cases where infectious ailments and other ills have been reported as cured.

Science may try to explain that this is some sort of natural penicillin factory, or perhaps that there are other and even more powerful penicillin-like drugs which are formed by the interaction of the sea water with the breadlike segments of the reeds. Indian legend, on the other hand, insists that these are, indeed, magical waters provided by the Great Spirit for the comfort and healing of His people.

Do you think this is only an old wives' tale? If so, you will be delighted to learn that the people of the section are quite willing to talk about it. Just ask any of the native-born sons or daughters of Shallotte or, for that matter, of Calabash, Grissettown, Olyphic, or Makatoka, North Carolina. Chances are they can point to a living member of their own families who has bathed in these healing waters and has been cured. You are not really entitled to a single hoot until you have first checked the facts for yourself.

Grade 8 Reading Sample Items

1. Objective 2.1

Thinking Skill: Knowledge

What happens when the reeds become covered and soaked with salt water?

- A They look like bread.
- B Flowers appear on them.
- *C A mold develops on them.
- D They grow more.

2. Objective 2.1

Thinking Skill: Analyzing

What makes the waters mysterious?

- A They turn many different colors.
- B They are visited often by the Great Spirit.
- C They should be salty, but they are not.
- *D They are believed to cure infectious ailments and ills.

3. Objective 3.3

Thinking Skill: Generating

Why does the author tell the reader to ask someone from that area about the water?

- *A to add credibility to his article
- B to get the reader involved in that area
- C to go to the water and see for himself
- D to explain the mystery of the area

4. Objective 2.2

Thinking Skill: Analyzing

Why would people today think that this is an "old wives' tale"?

- A because the story explains that it is a natural penicillin factory
- *B because there has been no scientific verification of the story
- C because only the older women in the area tell the tale
- D because it explains a natural phenomenon

5. Objective 2.2

Thinking Skill: Organizing

What phrase from the passage indicates that Shallotte's Inlet is small and remote?

- *A "Shallotte's Inlet is located about seven miles from the lovely little town of Shallotte..."
- B "...it is readily accessible and even appears on most road maps of the region."
- C "The Inlet is a part of the famous Inland Waterway;"
- D "Such a thing would be a rarity, indeed, in botany."

North Carolina End-of-Grade Test—Grade 8 Mathematics

*What is the
Grade 8
test like?*

The North Carolina End-of-Grade (EOG)—Grade 8 test in mathematics assesses the eighth grade goals and objectives in the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum's focus on inquiry instruction and higher-order thinking, the EOG—Grade 8 test in mathematics has an increased focus on processing information and higher-order thinking.

Each item on the EOG—Grade 8 test in mathematics is related to one of the eighth grade competency goals in the *North Carolina Mathematics Standard Course of Study*. The four competency goals for the grade 8 mathematics curriculum describe the knowledge and skills that are to be taught in all eighth grade classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOG—Grade 8 test in mathematics assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test—Grade 8
Mathematics

| Goal | Description of Goal | Percentage of Items on Test |
|------|--|--------------------------------|
| 1 | The learner will understand and compute with real numbers. | 44% |
| 2 | The learner will demonstrate an understanding and use of the properties and relationships in geometry, and standard units of metric and customary measurement. | 25% |
| 3 | The learner will demonstrate an understanding of patterns, relationships, and fundamental algebraic concepts. | 15% |
| 4 | The learner will demonstrate an understanding and use of graphing, probability, and data analysis. | 16% |

How is the test administered? The EOG—Grade 8 test in mathematics consists of 80 multiple-choice questions and is administered in two parts: Calculator-Inactive (24 questions) and Calculator-Active (56 questions). Students may not use calculators during the Calculator-Inactive part (30%) of the test. Students may use calculators during the Calculator-Active part (70%) of the test. The test is administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the school year. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed? The questions on the EOG—Grade 8 test in mathematics were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. Mathematics EOG—Grade 8 tests aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000–2001 school year.

What kinds of scores do students receive on the test? The scores on the End-of-Grade Tests in mathematics are reported on a developmental scale, which allows the measurement of growth in achievement across the grade levels. The scale scores range from 210 to 310. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for North Carolina End of Grade Test—Grade 8
Mathematics

| Level | Description |
|-------|--|
| 1 | Students performing at this level do not have sufficient mastery of knowledge and skills to be successful at a more advanced level in the content area. |
| 2 | Students performing at this level demonstrate inconsistent mastery of knowledge and skills and are minimally prepared to be successful at a more advanced level in the content area. |
| 3 | Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area. |
| 4 | Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the subject matter and skills and are very well prepared for a more advanced level in the content area. |

Sample Items The following pages contain samples of the types of items that appear on the North Carolina End-of-Grade Test—Grade 8 in mathematics. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information: **Assessment Briefs:**
<http://www.ncpublicschools.org/accountability/testing/briefs/MathematicsScs/>
<http://www.ncpublicschools.org/accountability/testing/briefs/CalculatorRequirements/>

Mathematics Curriculum:
<http://www.ncpublicschools.org/curriculum>

Thinking Skills:
<http://www.ncpublicschools.org/accountability/testing/>

Additional Mathematics Sample Items:
<http://www.ncpublicschools.org/accountability/testing/eog/>

Grade 8 Math Sample Items

Calculator Inactive

1. Objective: 1.02
Thinking Skill: Applying

Steve currently pays \$450 per month for an apartment. The landlord intends to raise the rent 4% at the end of the year. What can Steve expect to pay per month next year to rent the same apartment?

- *A \$468.00
- B \$454.00
- C \$451.80
- D \$450.18

2. Objective: 1.06
Thinking Skill: Applying

What is the product of $(3x)^2$ and $2x^5$?

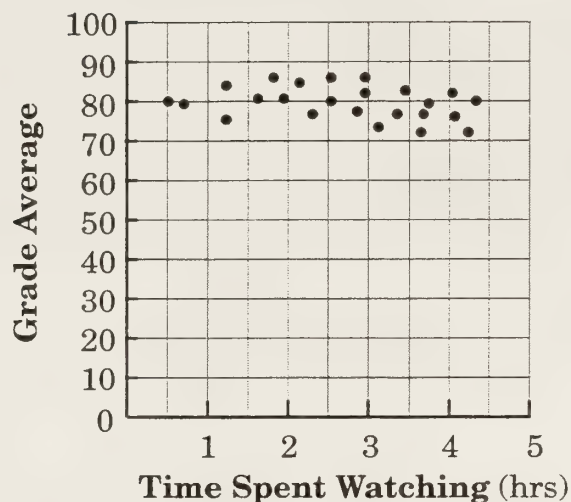
- A $18x^{10}$
- * B $18x^7$
- C $6x^{10}$
- D $6x^7$

3. Objective: 4.02
Thinking Skill: Analyzing

Data concerning the number of hours of television watched and grade averages were gathered from 25 students. Which scatter plot shows a strong negative relationship between the time a student watched television and his/her grade average?

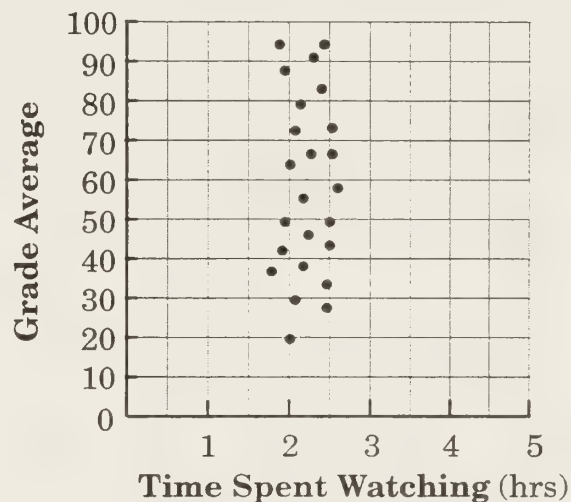
A

Television and Grades



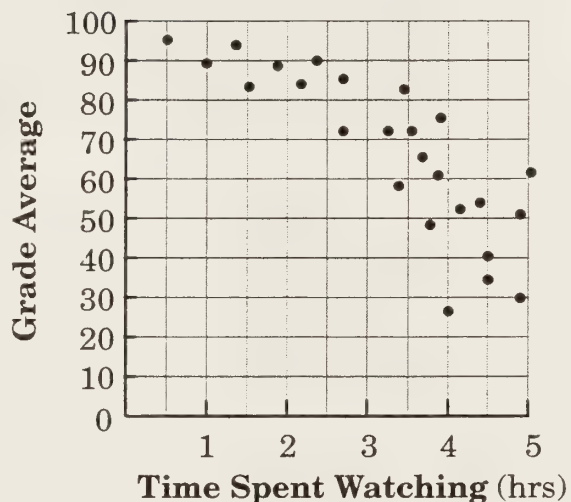
B

Television and Grades



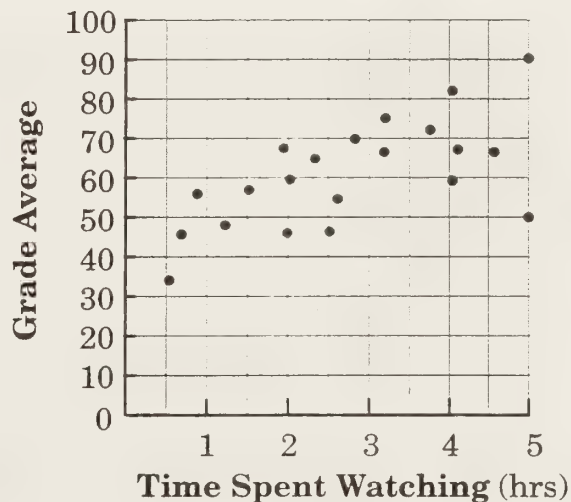
*C

Television and Grades



D

Television and Grades



Calculator Active

4. Objective: 1.10
Thinking Skill: Analyzing

Which of the following illustrates the use of the commutative property of addition?

A $(4x + 6y) + 2z = 4x + (6y + 2z)$

B $(4x + 6y) + 2z = (4x + 6y + 2z)$

*C $(4x + 6y) + 2z = (6y + 4x) + 2z$

D $(4x + 6y) + 2z = (4x + 6y) + 2z$

5. Objective: 1.12
Thinking Skill: Analyzing

Which of the following pieces of information should have been included in order to solve the problem in the box?

A passenger train travels 70 miles per hour from Chicago to New York. A freight train, traveling 50 miles per hour, travels the same route. How far apart are the cities of Chicago and New York?

- *A The freight train will take three hours longer to travel the route.
- B The passenger train will make five stops between Chicago and New York.
- C The freight train will carry 2 tons of cargo.
- D The passenger train will carry 500 passengers.

6. Objective: 1.12
Thinking Skill: Applying

A soccer team won two of its first twelve games. The team ended the season winning exactly half of the games it played. What is the fewest number of games the team could have played?

A 14

*B 20

C 24

D 28

7. Objective: 2.01
Thinking Skill: Applying

Mark wants to paint the four walls of his bedroom. His bedroom is 18 feet long, 12 feet wide, and 8 feet high. If a gallon of paint covers 400 square feet, how many gallons of paint will he need to buy?

A 1 gallon

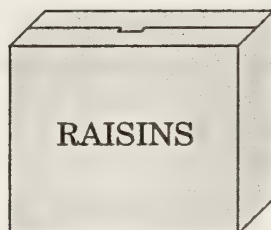
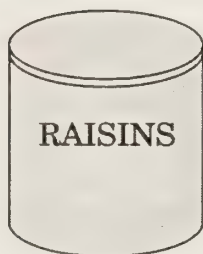
*B 2 gallons

C 3 gallons

D 4 gallons

8. Objective: 2.05
Thinking Skill: Applying

Raisins come in two different shaped containers, both having the same height. The cylindrical container measures 10 cm across, while the prism-shaped box has a rectangular top that measures 14 cm by 5 cm.



Which container holds more?

- *A The cylinder holds more.
- B The prism hold more.
- C They both hold the same amount.
- D It is impossible to tell without knowing the exact height of the containers.

9. Objective: 4.04
Thinking Skill: Analyzing

The principal at a middle school wants to know if the community will support a dress code. Which method of random sampling is **best**?

- A using a list of residents and choosing the first 100 people on the list
- B splitting a list of residents into seventh-grade parents and eighth-grade parents and selecting the first 10 names on each list
- C choosing children who are attending the middle school
- *D choosing 100 people from various parts of the community

10. Objective: 4.06
Thinking Skill: Applying

There are 12 letters in the Hawaiian alphabet: A, E, H, I, K, L, M, N, O, P, U, and W. Each of the letters is written on a separate card and the cards are put into a box. If vowels are A, E, I, O, U and consonants are all other letters, what is the probability of drawing a card with a consonant written on it?

- *A $\frac{7}{12}$
- B $\frac{5}{12}$
- C $\frac{1}{5}$
- D $\frac{1}{12}$

North Carolina End-of-Course Test

Algebra I

What is the Algebra I test like?

The North Carolina End-of-Course (EOC) Test of Algebra I assesses the Algebra I goals and objectives in the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum's focus on inquiry instruction and higher-order thinking, the EOC Algebra I test has an increased focus on processing information and higher-order thinking.

Each item on the EOC Algebra I test is related to one of the Algebra I competency goals in the *North Carolina Mathematics Standard Course of Study*. The four competency goals for the Algebra I curriculum describe the knowledge and skills that are to be taught in all Algebra I classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOC Algebra I test assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Course Test of Algebra I

| Goal | Description of Goal | Percentage of Items on Test |
|------|--|-----------------------------|
| 1 | The learner will perform operations with real numbers and polynomials to solve problems. | 15% |
| 2 | The learner will solve problems in a geometric context. | 5% |
| 3 | The learner will graph and use relations and functions to solve problems. | 70% |
| 4 | The learner will collect and interpret data to solve problems. | 10% |

- How is the test administered?* The EOC Algebra I test consists of 80 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.
- How was the test developed?* The questions on the EOC Algebra I test were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. The EOC Algebra I tests aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000–2001 school year.
- What kinds of scores do students receive on the test?* The scores on the EOC Algebra I tests are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina End of Course Test of Algebra I

| Level | Description |
|-------|---|
| 1 | Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area. |
| 2 | Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area. |
| 3 | Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area. |
| 4 | Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area. |

Sample Items The following pages contain samples of the types of items that appear on the North Carolina End-of-Course Test of Algebra I. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information: **Assessment Briefs:**
<http://www.ncpublicschools.org/accountability/testing/briefs/MathematicsScs/>
<http://www.ncpublicschools.org/accountability/testing/briefs/CalculatorRequirements/>

Mathematics Curriculum:
<http://www.ncpublicschools.org/curriculum>

Thinking Skills:
<http://www.ncpublicschools.org/accountability/testing/>

Additional Mathematics Sample Items:
<http://www.ncpublicschools.org/accountability/testing/eoc/>

Algebra I Sample Items

1. Objective: 1.02
Thinking Skill: Applying

Simplify: $\frac{14c^3d^2 - 21c^2d^3}{14cd^2}$

- * A $c^2 - \frac{3cd}{2}$
- B $c^2 - \frac{3c^2d}{2}$
- C $c^2 - 21c^2d^2$
- D $c^2d - \frac{3cd}{2}$

2. Objective: 1.02
Thinking Skill: Applying

A rectangular pen has a length 3 feet greater than its width. If both dimensions are increased by 5 feet, which expression gives the resulting increase in area?

- * A $10x + 40$
- B $13x + 40$
- C $x^2 + 13x + 40$
- D $x^2 + 10x + 40$

3. Objective: 1.03
Thinking Skill: Applying

Which binomial is a factor of $3x^2 + 2x - 5$?

- A $3x - 1$
- * B $x - 1$
- C $3x - 5$
- D $x - 5$

4. Objective: 3.09
Thinking Skill: Applying

What is the **approximate** solution to this system?

$$\begin{aligned} 3x - y &= 10 \\ 5x + 2y &= 14 \end{aligned}$$

- A $(4.2, 2.6)$
- B $(2.8, -1.6)$
- C $(1.9, -4.3)$
- * D $(3.1, -0.7)$

5. Objective: 3.09
Thinking Skill: Applying

A store received \$823 from the sale of 5 tape recorders and 7 radios. If the receipts from the tape recorders exceeded the receipts from the radios by \$137, what is the cost of a tape recorder?

- A \$49
B \$68
C \$84
*D \$96

6. Objective: 3.11
Thinking Skill: Applying

Which is an x -intercept of $y = 2x^2 - 7x + 3$?

- A $-\frac{1}{2}$
*B $\frac{1}{2}$
C -3
D $\frac{7}{4}$

North Carolina End-of-Course Test

Algebra II

What is the Algebra II test like? The North Carolina End-of-Course (EOC) Test of Algebra II assesses the Algebra II goals and objectives in the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum's focus on inquiry instruction and higher-order thinking, the EOC Algebra II test has an increased focus on processing information and higher-order thinking.

Each item on the EOC Algebra II test is related to one of the Algebra II competency goals in the *North Carolina Mathematics Standard Course of Study*. The four competency goals for the Algebra II curriculum describe the knowledge and skills that are to be taught in all Algebra II classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOC Algebra II test assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Course Test of Algebra II

| Goal | Description of Goal | Percentage of Items on Test |
|------|---|-----------------------------|
| 1 | The learner will perform operations with real numbers and polynomials to solve problems. | 13% |
| 2 | The learner will describe geometric figures algebraically in the coordinate plane. | 5% |
| 3 | The learner will use relations and functions to solve problems. | 67% |
| 4 | The learner will collect, organize, and interpret data with functions of best-fit and matrices to solve problems. | 15% |

How is the test administered? The EOC Algebra II test consists of 60 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed? The questions on the EOC Algebra II test were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. The EOC Algebra II tests aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000–2001 school year.

What kinds of scores do students receive on the test? The scores on the EOC Algebra II tests are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina End of Course Test of Algebra II

| Level | Description |
|-------|---|
| 1 | Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area. |
| 2 | Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area. |
| 3 | Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area. |
| 4 | Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area. |

Sample Items The following pages contain samples of the types of items that appear on the North Carolina End-of-Course Test of Algebra II. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information:

Assessment Briefs:

<http://www.ncpublicschools.org/accountability/testing/briefs/MathematicsScs/>

<http://www.ncpublicschools.org/accountability/testing/briefs/CalculatorRequirements/>

Mathematics Curriculum:

<http://www.ncpublicschools.org/curriculum>

Thinking Skills:

<http://www.ncpublicschools.org/accountability/testing/>

Additional Mathematics Sample Items:

<http://www.ncpublicschools.org/accountability/testing/eoc/>

Algebra II Sample Items

1. Objective: 1.02
Thinking Skill: Applying

The load that a beam with constant length can support varies jointly with its width and the square of its height. If a beam 12 feet long, 1 foot wide, and 3 inches high can support a load of 62.5 pounds, how much weight can be supported by a beam 12 feet long, 2 feet wide, and 6 inches high?

- A 125 pounds
- B 250 pounds
- *C 500 pounds
- D 1,000 pounds

2. Objective: 3.06
Thinking Skill: Applying

The director of a local preschool plans to enclose a rectangular area for a playground. One side will be the side of the building itself. If 60 feet of fence are to be used, what is the **maximum** area that can be enclosed?

- A 575 ft^2
- *B 450 ft^2
- C 400 ft^2
- D 225 ft^2

3. Objective: 3.10
Thinking Skill: Applying

Which set contains the zeros of

$$f(x) = \frac{x}{x+4} - \frac{3}{x} - \frac{1}{2}?$$

- A $\{-6, -4\}$
- B $\{-12, 2\}$
- C $\{6, 4\}$
- *D $\{12, -2\}$

4. Objective: 3.11
Thinking Skill: Applying

Solve: $\sqrt{x+5} + \sqrt{x-3} = 4$

- *A $\{4\}$
- B $\{\frac{1}{4}, 1\}$
- C $\{-1, 4\}$
- D no solution

5. Objective: 3.14
Thinking Skill: Applying

For $y = 3|7 - 2x| + 5$, which set describes x when $y < 8$?

- *A $\{x | 3 < x < 4\}$
B $\{x | 3 < x < 10\}$
C $\{x | x < 3 \text{ or } x > 4\}$
D $\{x | x < 3 \text{ or } x > 10\}$

6. Objective: 4.03
Thinking Skill: Applying

Mr. Jones bought a piece of property for \$25,000. If the property appreciates at a rate of 10% per year, what will be its **approximate** value in $7\frac{1}{2}$ years?

- A \$53,000
*B \$51,000
C \$44,000
D \$39,000

North Carolina End-of-Course Tests Biology (revised 2001-2002)

*What is the
Biology test
like?*

The revised North Carolina End-of-Course Test of Biology assesses the biology curriculum (revised in 1999) of the North Carolina *Standard Course of Study*. On the test, students are expected to demonstrate knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. In order to align with the 1999 Science *Standard Course of Study*'s focus on inquiry instruction and higher order thinking, the revised biology test has an increased focus on processing information and higher order thinking.

Each item on the biology test is related to one of the biology content objectives in the Science *Standard Course of Study*. The content objectives (goals 1 through 5) of biology describe the knowledge and skills that are to be taught in all biology classes in North Carolina and provide the basis for the content of the items on the tests. Many of the items in this revision of the biology test assess whether a student can move beyond memorization and apply process skills to the investigation of science. Additional information about the content of the objectives can be obtained from the NCDPI web site at www.ncpublicschools.org/curriculum.

Table 1. Descriptive Information for the North Carolina Test of Biology

| Goal | Description of Goal | Percentage of Items on Test |
|------|--|-----------------------------|
| 1 | The learner will develop an understanding of the physical, chemical, and cellular basis of life. | 19.5% |
| 2 | The learner will develop an understanding of the continuity of life and the changes of organisms over time. | 31% |
| 3 | The learner will develop an understanding of the unity and diversity of life. | 18.5% |
| 4 | The learner will develop an understanding of the ecological relationships among organisms. | 19.5% |
| 5 | Students will develop an understanding of the behavior of organisms, resulting from a combination of heredity and environment. | 11.5% |

*How is the test
administered?*

The North Carolina End-of-Course Test of Biology consists of 88 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions on the biology test were written and reviewed by trained North Carolina teachers and educators during the 1999-2000 and 2000-2001 school years. The questions were field tested in the first and second semesters of the 2000-2001 school year. The field test involved approximately 24,250 students from randomly selected schools across the state. The revised biology test was implemented statewide for the first time in the fall of the 2001-2002 school year.

What kinds of scores do students receive on the test?

Results of the biology test are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Biology

| Level | Description |
|-------|---|
| 1 | Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area. |
| 2 | Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area. |
| 3 | Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area. |
| 4 | Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area. |

Sample Items

The items on the following pages are samples of the types of items that appear on the North Carolina End-of-Course Test of Biology. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others. For more information about the thinking skills framework used with the end-of-course tests, please read *Understanding North Carolina Tests: Thinking Skill Level*, found on the NCDPI web site at www.ncpublicschools.org/accountability/testing. The number indicated by **p** represents the proportion of students who selected the correct answer when the item was field tested.

Biology Sample Items

1. Objective: 1.01c
Thinking Skill: Generating
(p = .59)

The brown paper test for lipids is positive when food is placed on the paper and a spot forms which will allow light to pass through it. Which food would give the **most** positive test for lipids?

- * A potato chips
- B bread
- C sugar
- D carrots

Use the information below to answer questions 2 and 3.

An experiment was conducted by placing potato cells into solutions differing in sugar concentration. Diluted molasses was used as the source of sugar. Potato cubes were weighed, then placed into the molasses and kept there overnight. The next day the cubes were removed and weighed again. The table shows the percentage weight change for 0 to 60% molasses solutions. The positive numbers represent gains in weight and the negative numbers represent losses in weight.

| Treatment | A | B | C | D |
|--------------------------------|------|-----|------|------|
| % Molasses of Cell Environment | 0% | 20% | 40% | 60% |
| % Weight Change of Cells | +22% | +5% | -13% | -21% |

2. Objective: 1.04
Thinking Skill: Generating
(p = .39)

What **best** could be done to prevent the potato cubes from gaining **or** losing weight?

- A Pour 10% more water in the molasses solution.
- * B Make about a 25% solution of molasses.
- C Make about a 10% solution of molasses.
- D Use larger potato cubes and less molasses.

3. Objective: 1.04
Thinking Skill: Generating
(p = .62)

What will happen if the potato cubes are placed in a 100% molasses solution?

- * A The potato cells will shrivel.
- B The potato cells will explode.
- C The potato cells will achieve homeostasis.
- D The potato cells will gain weight.

4. Objective: 2.01b
Thinking Skill: Analyzing
(p = .42)

If a portion of a DNA strand has the base sequence TACGCA, what will be the base sequence of the mRNA strand transcribed?

- A TACGCA
- B UACGCA
- * C AUGCGU
- D ATGCGT

Use the following information to answer questions 5 through 7.

As scientists have developed more productive crop varieties, farmers have switched from growing many traditional varieties to new high-yield varieties. For example, in India, the 10,000 varieties of rice once grown have been reduced to 10 major ones for most of the rice crop.

-
5. Objective: 2.02
Thinking Skill: Generating
(p = .29)

Besides the varieties of rice being reduced, what else is reduced by this practice?

- A types of soil nutrients
- * B the gene pool for rice
- C food chains that include rice
- D human dietary choices

6. Objective: 2.02
Thinking Skill: Analyzing
(p = .34)

Why is this practice of reducing the varieties of a crop dangerous?

- * A It makes the overall crop more susceptible to pests or disease.
- B It reduces the variety of crops available for human diets.
- C It requires a larger investment than small farmers can make.
- D It could reduce or cause the extinction of some predatory insects.

7. Objective: 2.02
Thinking Skill: Analyzing
(p = .46)

What is true about any two normal gametes from a human male parent?

- A Each has a diploid number of chromosomes.
- B They can combine to form a new organism.
- C Their chromosomes are exactly the same.
- * D They have the same number of chromosomes.

8. Objective: 2.02
Thinking Skill: Analyzing
(p = .30)

To conduct plant crosses in the laboratory, what would need to be *eliminated* from the environment?

- A other species of plants
- * B flying insects
- C airborne bacteria
- D mold spores

9. Objective: 2.03
Thinking Skill: Applying
(p = .52)

Four o'clock flowers inherit flower color by incomplete dominance. If **R** represents the gene for red flowers, and **R'** represents the gene for white flowers, then what flower color phenotype would be the result of an **RR' × RR'** cross?

- * A 25% red, 50% pink, 25% white
- B 50% red, 25% pink, 25% white
- C 25% red, 25% pink, 50% white
- D 50% red, 50% white

10. Objective: 2.03
Thinking Skill: Knowledge
(p = .33)

In 1943, Charles Drew received recognition for which of the following achievements?

- A the function of interferon and how to synthesize it
- B a vaccine for smallpox
- * C discovery that blood plasma can be given to any person and can be stored for long periods
- D discovery that genes can "jump" from one chromosome to another

11. Objective: 2.05
Thinking Skill: Analyzing
(p = .52)

Color blindness is a sex-linked recessive trait. A mother with normal color vision and a color blind father have a color blind daughter. Which of the following statements is correct?

- A All of their daughters will be color blind.
- * B The mother is a carrier of the color blindness gene.
- C All of their sons will have normal color vision.
- D All of their sons will be color blind.

12. Objective: 2.06b
Thinking Skill: Analyzing
(p = .65)

Scientists can use the amino acid sequence in proteins to determine the evolutionary relationships of primates. Of the following, which primate is least closely related to humans?

| | | | | | | |
|-----|----------|-----|-----|-----|-----|-----|
| | Human: | SER | THR | ALA | GLY | ASP |
| A | Gorilla: | SER | THR | ALA | GLY | ASP |
| B | Baboon: | ASN | THR | THR | GLY | ASP |
| C | Chimp: | SER | THR | ALA | GLY | ASP |
| * D | Lemur: | ALA | THR | SER | GLY | GLU |

13. Objective: 2.06c
Thinking Skill: Applying
(p = .50)

Islands are the habitats of many of the world's rare species. Which of the following factors contributes **most** to this situation?

- A small land area
- * B genetic isolation
- C limited food variety
- D fewer predators

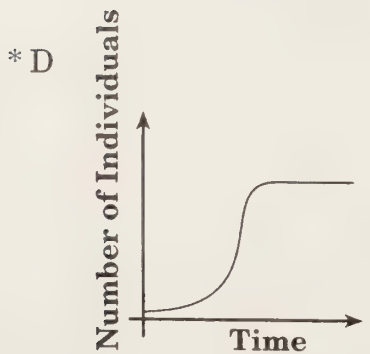
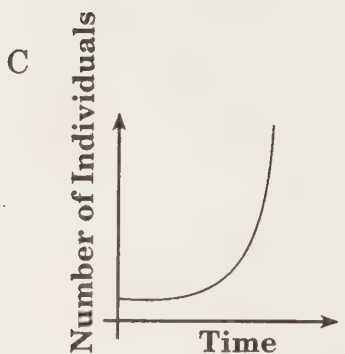
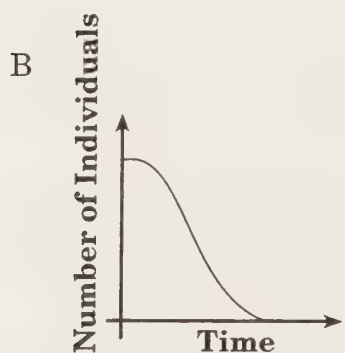
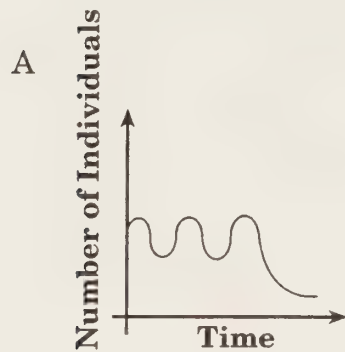
14. Objective: 3.03a
Thinking Skill: Applying
(p = .29)

After eating, nutrients must be moved to all other parts of the body. Which of the following systems will transport these nutrients?

- A nervous
- B digestive
- * C circulatory
- D excretory

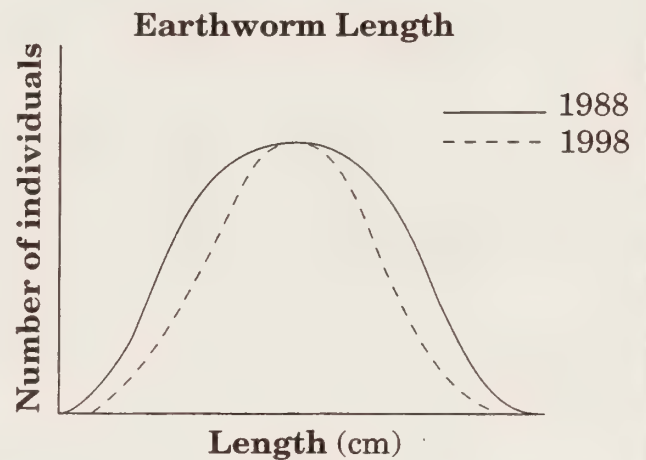
15. Objective: 3.05
Thinking Skill: Analyzing
(p = .57)

Which of the following graphs represents a population that has reached a state of equilibrium?



16. Objective: 3.05
Thinking Skill: Analyzing
(p = .38)

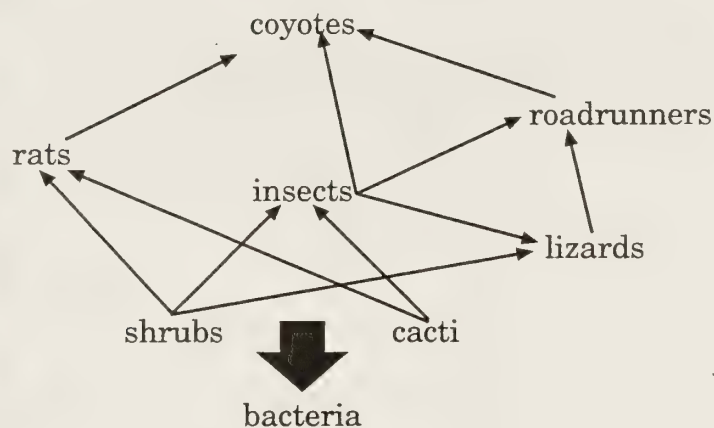
The graph below represents the lengths of earthworms in a population collected 10 years apart.



What can be concluded about the survival and reproduction of earthworms from this graph?

- A Shorter earthworms have an advantage.
- * B Average-length earthworms have an advantage.
- C Punctuated equilibrium has occurred.
- D Longer earthworms have an advantage.

Use this diagram of a food web to answer questions 55 through 59.



17. Objective: 4.01
Thinking Skill: Analyzing
(p = .73)

In which biome is this food web **most likely** to be found?

- A forest
- * B desert
- C grassland
- D urban

18. Objective: 4.02
Thinking Skill: Analyzing
(p = .67)

What is the function of bacteria in this food web?

- * A decomposers
- B producers
- C primary consumers
- D secondary consumers

19. Objective: 4.01
Thinking Skill: Generating
(p = .39)

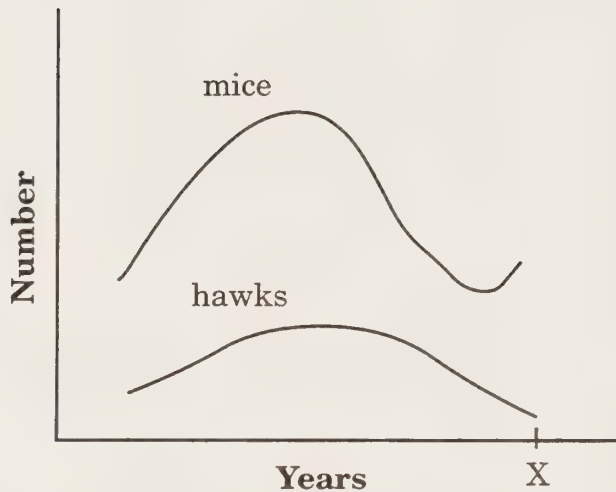
If these organisms were arranged in a food pyramid, which organism would have the **least** amount of total energy available?

- * A coyote
- B insect
- C lizard
- D shrub

20. Objective: 4.01
Thinking Skill: Generating
(p = .46)

In an ecosystem, mice are being preyed upon by hawks.

An Ecosystem



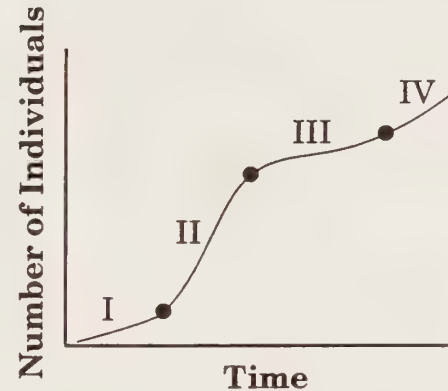
What would be predicted about the population of hawks after time X?

- A a continued decline in the number of hawks
- B emigration of hawks to another area
- * C an increase in the number of hawks
- D a leveling off of the hawk population

21. Objective: 4.01
Thinking Skill: Analyzing
(p = .43)

Consider the graph below:

Growth of a Population



Which statement below **best** explains what is occurring during section II in the population graph?

- A The population is at its carrying capacity.
- B The population is affected by density-dependent factors.
- C The population is smaller than the carrying capacity.
- * D The birth rate is exceeding the death rate.

22. Objective: 4.01
Thinking Skill: Integrating
(p = .40)

When traveling from south to north in the northern hemisphere, the same sequence of biome types is often observed as seen when traveling up in altitude on a mountain. Which sequence correctly illustrates the pattern of increasing elevation?

- A taiga → tundra → temperate deciduous forest
- * B temperate deciduous forest → taiga → tundra
- C tundra → taiga → temperate deciduous forest
- D taiga → temperate deciduous forest → tundra

23. Objective: 4.04
Thinking Skill: Knowledge
(p = .35)

The correct order of stages in the primary succession of a dry land environment is illustrated by which of the following?

- A bare soil, shrubs, hardwoods, pines
- B shrubs, mosses, pines, grasses
- C rock, grasses, hardwoods, shrubs
- * D rock, lichen, mosses, grasses

24. Objective: 4.05c
Thinking Skill: Applying
(p = .28)

The concentration of chemical food contaminants is higher in birds of prey than in many of the individual organisms that they eat. Which of the following statements **best** explains the reason for the higher concentration of food contaminants in birds of prey?

- A Birds of prey store more of the food they eat.
- B Birds of prey catch animals with chemical contaminants more easily.
- C Only birds of prey store chemical contaminants.
- * D Chemical contaminants are stored and magnified in organisms higher up the food chain.

25. Objective: 5.01
Thinking Skill: Evaluating
(p = .48)

In which biome are animals **most likely** to spend a season hibernating?

- A desert
- B grassland
- * C taiga
- D tropical rain forest

26. Objective: 5.03
Thinking Skill: Knowledge
(p = .53)

It has been observed that many bird species will defend a territory against certain other species. What is **most likely** true about those other species?

- A have same predators
- * B eat same foods
- C have similar appearance
- D use similar courtship routines

27. Objective: 5.04
Thinking Skill: Applying
(p = .38)

Soybeans planted early in the spring flower at the same time as soybeans planted early in the summer due to which factor?

- A age of the plant
- * B length of darkness
- C amount of moisture
- D amount of fertilizer

North Carolina End-of-Course Tests

Chemistry (revised 2001-2002)

What is the Chemistry test like?

The revised North Carolina End-of-Course Test of Chemistry assesses the chemistry curriculum (revised in 1999) of the North Carolina *Standard Course of Study*. On the test, students are expected to demonstrate knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. In order to align with the 1999 Science *Standard Course of Study*'s focus on inquiry instruction and higher order thinking, the revised chemistry test has an increased focus on processing information and higher order thinking.

Each item on the chemistry test is related to one of the chemistry content objectives in the Science *Standard Course of Study*. The content objectives (goals 1 through 4) of chemistry describe the knowledge and skills that are to be taught in all chemistry classes in North Carolina and provide the basis for the content of the items on the tests. Many of the items in this revision of the chemistry test assess whether a student can move beyond memorization and apply process skills to the investigation of science. The chemistry testing materials include reference tables containing the periodic table and Bohr model of the atom in addition to common formulas that students will have access to when taking the test. A copy of the reference tables can be obtained from the NCDPI web site at www.ncpublicschools.org/accountability/testing/eoc. Additional information about the content of the objectives can be obtained from the NCDPI web site at www.ncpublicschools.org/curriculum.

Table 1. Descriptive Information for the North Carolina Test of Chemistry

| Goal | Description of Goal | Percentage of Items on Test |
|------|--|-----------------------------|
| 1 | The learner will build an understanding of the structure and properties of matter. | 30% |
| 2 | The learner will build an understanding of regularities in chemistry. | 36% |
| 3 | The learner will build an understanding of energy changes in chemistry. | 18% |
| 4 | The learner will build an understanding of equilibrium and kinetics. | 16% |

How is the test administered?

The North Carolina End-of-Course Test of Chemistry consists of 88 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions on the chemistry test were written and reviewed by trained North Carolina teachers and educators during the 1999-2000 school year. The questions were field tested in the first and second semesters of the 2000-2001 school year. The field test involved approximately 21,500 students from randomly selected schools across the state. The revised chemistry test was implemented statewide for the first time in the fall of the 2001-2002 school year.

What kinds of scores do students receive on the test?

Results of the chemistry test are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Chemistry

| Level | Description |
|-------|---|
| 1 | Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area. |
| 2 | Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area. |
| 3 | Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area. |
| 4 | Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area. |

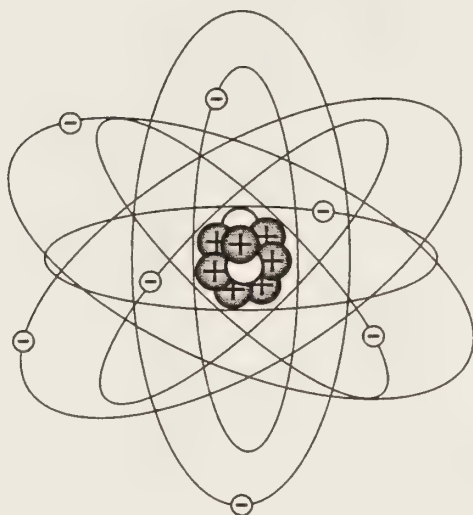
Sample Items

The items on the following pages are samples of the types of items that appear on the North Carolina End-of-Course Test of Chemistry. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others. For more information about the thinking skills framework used with the end-of course tests, please read *Understanding North Carolina Tests: Thinking Skill Level*, found on the NCDPI web site at www.ncpublicschools.org/accountability/testing. The number indicated by **p** represents the proportion of students who selected the correct answer when the item was field tested.

Chemistry Sample Items

1. Objective: 1.01
Thinking Skill: Analyzing
(p = .52)

In what way do currently accepted models of the atom differ from the model in the drawing?



- * A Electrons do not have an elliptical orbit.
- B The nucleus contains only protons.
- C All electrons are the same distance from the nucleus.
- D Electrons do not have a negative charge.

2. Objective: 1.02
Thinking Skill: Knowledge
(p = .24)

Isotopes of an atom could be detected based on which of the following characteristics?

- A atomic radius
- B nuclear charge
- * C nuclear mass
- D number of electrons

3. Objective: 1.02
Thinking Skill: Knowledge
(p = .37)

What is the electron configuration for $^{39}_{19}\text{K}$?

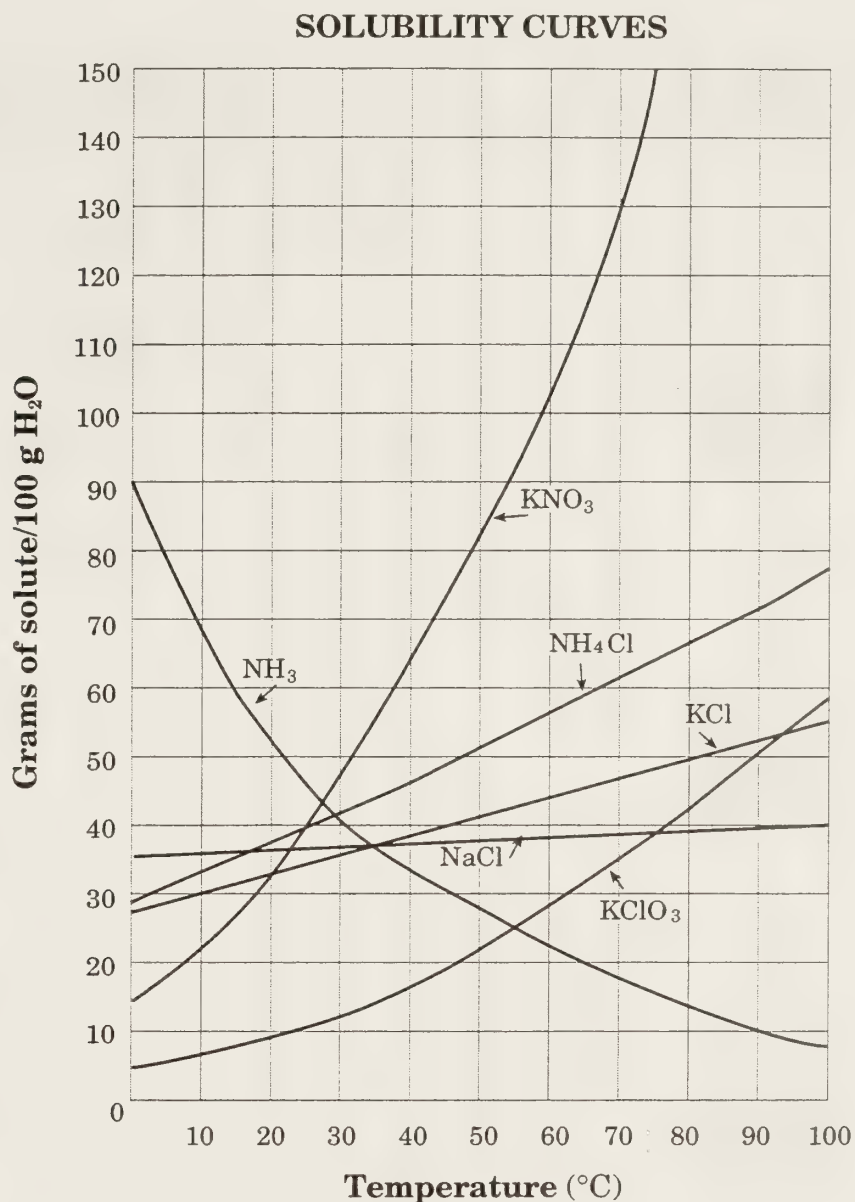
- A $1s^2 2s^2 2p^6 3s^2 3p^6 3d^1$
* B $1s^2 2s^2 2p^6 3s^2 3p^6 4s^1$
C $1s^2 2s^2 2p^6 3p^6 4s^2 4p^1$
D $1s^2 2s^2 2p^6 3s^2 3p^6 4s^2 3d^{10} 4p^6 5s^2 4d^1$

4. Objective: 1.03
Thinking Skill: Knowledge
(p = .47)

What is the formula for iron(III) oxide?

- A FeO_3
B Fe_3O
* C Fe_2O_3
D FeO

The following graph shows solubilities of various salts in 100. grams of water at temperatures ranging from 0°C to 100.°C. Use the graph to answer questions 5 and 6.



5. Objective: 1.04
Thinking Skill: Analyzing
(p = .27)

What mass of KCl is necessary to form a saturated solution if the KCl is dissolved in 200. g of water at 50.0°C?

- A 21.0 g
- B 42.0 g
- C 55.0 g
- * D 84.0 g

6. Objective: 1.04
Thinking Skill: Analyzing
(p = .50)

If 90.0 grams of KNO_3 were added to 50.0 grams of water at 50.0°C, *about* how many grams of KNO_3 would settle out?

- A 0 grams
- B 20.0 grams
- * C 45.0 grams
- D 150. grams

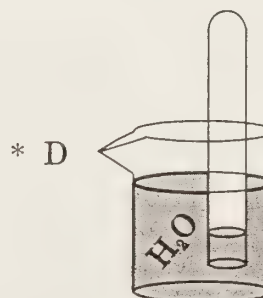
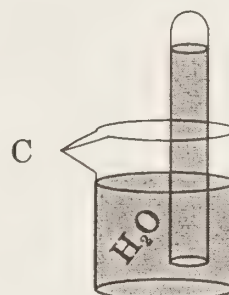
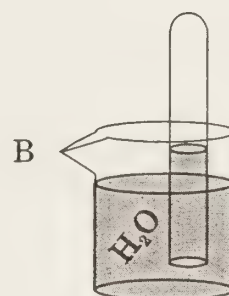
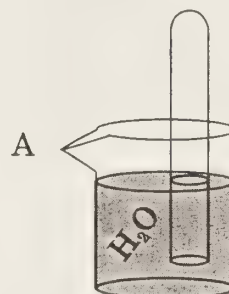
7. Objective: 1.04
Thinking Skill: Analyzing
(p = .46)

If water is allowed to evaporate from an unsaturated saltwater solution, how will the concentration of the solution change?

- A The concentration will decrease.
- B The concentration will first increase, then decrease.
- C The concentration will remain the same.
- * D The concentration will increase.

8. Objective: 1.06
Thinking Skill: Analyzing
(p = .58)

In which system is the pressure in the test tube **greater** than atmospheric pressure?



9. Objective: 1.06
Thinking Skill: Generating
(p = .37)

What is the rate of effusion of $O_2(g)$ compared to $CO_2(g)$?

- A O_2 effuses 1.38 times as fast as CO_2 .
- * B O_2 effuses 1.17 times as fast as CO_2 .
- C O_2 effuses 0.853 times as fast as CO_2 .
- D O_2 effuses 0.727 times as fast as CO_2 .

10. Objective: 1.06
Thinking Skill: Applying
(p = .31)

An ideal gas is confined to a 10.0-L balloon at STP. What is the new volume of the balloon when it is placed under 800. mmHg at $100^\circ C$?

- A 14.4 L
- * B 13.0 L
- C 7.70 L
- D 7.00 L

11. Objective: 1.07
Thinking Skill: Knowledge
(p = .44)

What is the shape of a molecule which has two shared pairs of electrons and no unshared pairs?

- A tetrahedral
- B bent
- C trigonal planar
- * D linear

12. Objective: 1.07
Thinking Skill: Evaluating
(p = .24)

The following data was collected during an experiment.

Data Table

| Solution | Solution's Conductivity | Solution's Freezing Point (°C) |
|---|--------------------------------|---------------------------------------|
| A. 0.10 M $\text{HC}_2\text{H}_3\text{O}_2$ | slight | -0.21 |
| B. 0.10 M $\text{NaC}_2\text{H}_3\text{O}_2$ | good | -0.39 |
| C. 0.10 M $\text{C}_{12}\text{H}_{22}\text{O}_{11}$ | none | -0.20 |

Which of the following statements contains a correct explanation of the observed data?

- * A The conductivity of solution B and its low freezing point are a result of more ions being released in the solvent by the solute.
- B The freezing points of solutions A and C are nearly the same because they contain solutes that do not dissolve well.
- C The conductivity of A is slight because, being an acid, it is a strong electrolyte.
- D The relationship between freezing points and conductivity cannot be explained without more data.

13. Objective: 1.07
Thinking Skill: Applying
(p = .35)

A substance dissolves well in water but not in benzene. Which of the following can be concluded about the substance?

- A The substance may be either polar or nonpolar.
- B The substance is nonpolar.
- * C The substance is polar.
- D The substance is neither polar nor nonpolar.

14. Objective: 1.07
Thinking Skill: Knowledge
(p = .34)

When bonded with sulfur, which element will **most likely** form an ionic compound?

- A oxygen
- * B calcium
- C hydrogen
- D chlorine

15. Objective: 1.07
Thinking Skill: Evaluating
(p = .36)

Which of the following pairs of substances will mix to produce a solution that can conduct an electric current?

- A sodium chloride (NaCl) and benzene (C_6H_6)
- B iodine (I_2) and benzene (C_6H_6)
- C benzene (C_6H_6) and water (H_2O)
- * D lithium nitrate ($LiNO_3$) and water (H_2O)

16. Objective: 2.01
Thinking Skill: Organizing
(p = .52)

A violent reaction occurs when sodium is placed in water. Which element would produce a similar reaction with water?

- A Mg
- B S
- * C K
- D Cr

17. Objective: 2.01
Thinking Skill: Analyzing
(p = .36)

An element with the electron configuration $[\text{Ne}] 3s^2 3p^2$ would be expected to react similarly to which of the following elements?

- A aluminum
- * B carbon
- C phosphorus
- D neon

Use the following information to answer questions 18 through 20.

A student placed a strip of copper in a container of iodine vapor. A chemical reaction occurred that produced a white powder on the strip of copper. The following data were collected:

Experiment Results

| | |
|---------------------------------|---------|
| Original mass of copper strip | 28.96 g |
| Mass of copper and white powder | 30.38 g |
| Final mass of copper strip | 28.60 g |

18. Objective: 2.02
Thinking Skill: Applying
(p = .57)

How many moles of copper were in the original strip?

- * A 0.4557 mole
- B 2.194 moles
- C 1840. moles
- D 6.020×10^{23} moles

19. Objective: 2.02
Thinking Skill: Analyzing
(p = .41)

How many moles of sodium carbonate are in 500. mL of a 0.300-*M* solution of sodium carbonate?

- * A 0.150 mole
- B 0.840 mole
- C 3.18 moles
- D 150. moles

20. Objective: 2.03
Thinking Skill: Generating
(p = .45)

The product contains copper(II) ions; which of the following is an acceptable balanced equation for this reaction?

- A $\text{Cu}_2(\text{s}) + \text{I}_2(\text{g}) \rightarrow 2\text{CuI}(\text{s})$
- B $\text{Cu}(\text{s}) + \text{I}(\text{g}) \rightarrow \text{CuI}(\text{s})$
- * C $\text{Cu}(\text{s}) + \text{I}_2(\text{g}) \rightarrow \text{CuI}_2(\text{s})$
- D $4\text{Cu}(\text{s}) + \text{I}_2(\text{g}) \rightarrow 2\text{Cu}_2\text{I}(\text{s})$

21. Objective: 2.03
Thinking Skill: Integrating
(p = .27)

Butane (C_4H_{10}) is used as the fuel in many portable lighters. When butane is completely combusted in oxygen, what is the coefficient for the water produced in the properly balanced equation that represents the reaction?

- * A 10
- B 8
- C 6
- D 4

22. Objective: 2.04
Thinking Skill: Applying
(p = .35)

Consider the following balanced equation:

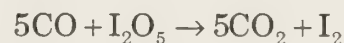


How many moles of O_2 will be obtained by decomposing 3.50 moles of KClO_3 ?

- * A 5.25 moles
- B 3.00 moles
- C 2.30 moles
- D 0.530 mole

23. Objective: 2.06
Thinking Skill: Analyzing
(p = .36)

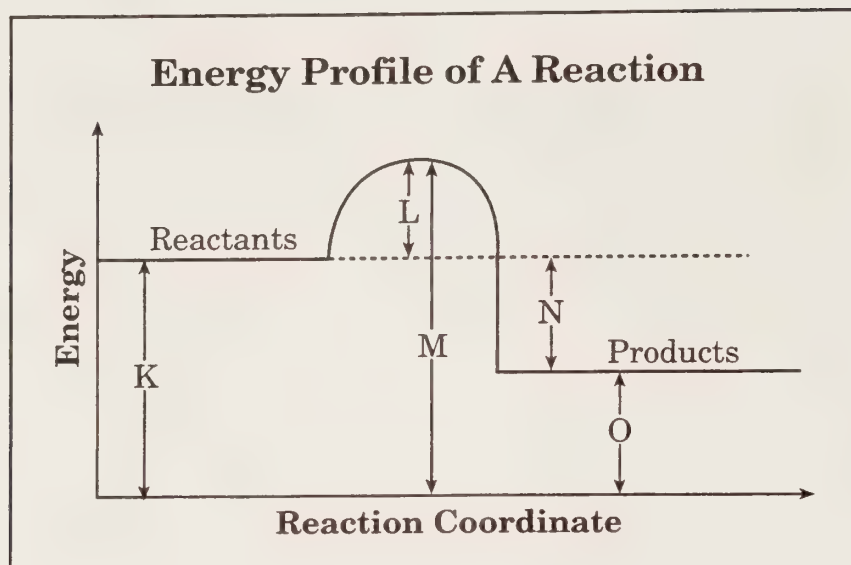
Consider the following balanced equation:



Which substance is the oxidizing agent?

- A CO
- * B I_2O_5
- C CO_2
- D I_2

Use the graph below to answer questions 24 through 26.



24. Objective: 3.02
Thinking Skill: Analyzing
(p = .33)

In the graph, which of the following is represented by the letter L?

- A reaction heat
- B progress of reaction
- C catalytic effect
- * D activation energy

25. Objective: 3.02
Thinking Skill: Analyzing
(p = .42)

The reaction represented in the graph is **best** described by which of the following terms?

- A unreactive
- B nonreversible
- * C exothermic
- D endothermic

26. Objective: 3.02
Thinking Skill: Analyzing
(p = .43)

On the graph, which dimension would be changed if the rate of reaction were to be altered by a catalyst?

- A K
- * B L
- C N
- D O

27. Objective: 4.03
Thinking Skill: Analyzing
(p = .52)

How can the reaction rate be increased for a reaction between hydrogen gas and chlorine gas?

- A increase the size of the container
- B decrease the temperature of the reactants
- C decrease pressure on the molecules of the reactants
- * D increase the concentration of either or both reactant molecules

28. Objective: 4.04
Thinking Skill: Applying
(p = .29)

What volume of 0.2-*M* potassium hydroxide (KOH) is needed to neutralize 40 mL of 0.2-*M* sulfuric acid (H₂SO₄)?

- A 20 mL
- B 40 mL
- * C 80 mL
- D 160 mL

North Carolina End-of-Course Tests

Economic, Legal, and Political Systems (revised 1996)

What are the ELP tests like?

The revised ELP test assess the Economic, Legal, and Political Systems curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire ELP curriculum (10 goals and associated objectives). The questions on the tests are equally distributed across the goals with the exception of goal 10 which has half as many questions on the tests as the other goals.

On the tests students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Some questions ask the students to analyze primary and secondary source documents, charts and graphs, and political cartoons.

Table 1. Descriptive Information for the North Carolina Test of ELP

| Goal | Description of Goal | Percentage of Items on Test |
|------|---|-----------------------------|
| 1 | The learner will investigate issues and problems confronting the American economic, legal and political systems. | 10% |
| 2 | The learner will explain rights and analyze the obligations of responsible citizenship. | 11% |
| 3 | The learner will investigate how and why individuals and groups make economic choices. | 10% |
| 4 | The learner will analyze features of the economic system of the United States. | 11% |
| 5 | The learner will analyze factors influencing the United States economy. | 11% |
| 6 | The learner will explain the function and importance of the North Carolina and United States Constitutions. | 11% |
| 7 | The learner will explain the structure and functions of local, state, and national governments and understand their relationship. | 10% |
| 8 | The learner will explain why laws are needed and how they are enacted, implemented and enforced. | 11% |
| 9 | The learner will explain how the political and legal systems provide for balancing competing interests and resolving conflicts. | 10% |
| 10 | The learner will evaluate the influence of ethical and moral principles and religious beliefs on the development of our economic, legal, and political systems. | 5% |

How does the revised ELP test compare with the one administered in the past?

Whereas a large portion of the original ELP test (administered from 1990 to 1996) focused on knowledge of facts and ideas, the revised test examines whether a student can go beyond memorization of people, events, and facts to apply the knowledge and skills they have learned to other events. While knowledge of facts and concepts is important, the questions on the test are at a much broader level and concern major ideas that students are expected to know to be responsible and effective citizens in an interdependent world. Students are expected to gain a practical understanding of those systems that affect their lives as consumers and young adult citizens.

How is the test administered?

The ELP end-of-course test consists of 100 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1994-95 school year. The questions were field tested in May of 1995. The field test involved approximately 15,000 students from randomly selected schools across the state. The revised ELP test was implemented statewide for the first time in the summer of 1996.

What kinds of scores will students receive on the test?

Results of the ELP test are reported as scale scores, percentiles, and achievement levels. The scale scores range from about 21 to 87 with a mean of 53.8 (in 1996-97) and a standard deviation of 10. The use of scale scores helps make interpretations easier and more consistent from test to test. Percentiles were established based on the first statewide administration of the ELP test during the 1996-97 school year. Achievement levels (descriptors of performance) were established from teacher judgements during the 1995 field tests and from the student scores on the 1996-97 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of ELP

| Level | Description | Range of Scores (97) |
|-------|---|----------------------|
| I | Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area. | 21-42 |
| II | Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area. | 43-51 |
| III | Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area. | 52-60 |
| IV | Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area. | 61-87 |

Economic, Legal, and Political Systems

Sample Items

- Obj 1.1 Describe examples of recurring public problems and issues. (p = .59)
1. All of the following are significant reasons for the relocation of high-technology industries to North Carolina *except* which one?
- A cheap labor and weak unionization
 - B availability of inexpensive land
 - C* local abundance of raw materials
 - D low local and state taxes

- Obj 3.1 Describe basic factors of production (land, labor, capital, and entrepreneurial skills) and know their interaction in any economic activity. (p = .59)
2. For which reason would a legislator from North Carolina be **most likely** to argue against a proposed tax on tobacco?
- A North Carolinians are traditionally opposed to "sin" taxes.
 - B* The tax could mean smaller returns on investment for tobacco producers in North Carolina.
 - C The tax could mean that fewer lower-income people in North Carolina could afford tobacco products.
 - D North Carolinians are proud of the contributions made by tobacco throughout the state's history.

- Obj 4.4 Demonstrate how supply, demand, and competition affect prices and the availability of goods and services. (p = .52)
3. Which of the following events will increase the demand for compact cars?
- A* An oil shortage pushes up the cost of gasoline.
 - B Slow sales cause General Motors to cut luxury car prices.
 - C More thefts lead to higher automobile insurance premiums.
 - D Concern for the environment leads to an increase in carpooling.
- Obj 5.2 Make inferences regarding the impact of government regulation on specific economic activities. (p = .53)
4. Of the following, which *best* explains why consumer protection is more necessary today than it was during the early 20th century?
- A Today there are many more manufacturers marketing via the mass media than there were in the early 20th century.
 - B Consumers were much more tolerant of defective and unsafe products in the early 20th century than they are today.
 - C* There are many more products available today, and they are much more complex, than in the early 20th century.
 - D The country had other concerns in the early 20th century that were much more important than defective products.

- Obj 5.5 Analyze short- and long-term effects of taxation and government spending on the United States economy. (p = .45)
5. In 1790, Alexander Hamilton, the first Secretary of the Treasury, felt that the finances of the new Republic were in a state of chaos. He thought that the best way to introduce "order into our finances" would be to have the powerful and wealthy invest in the country, while letting the common people fend for themselves.
- Based on Hamilton's views in the 1790s, which current trend would **most** disturb him?
- A the government's refusal to benefit the farmers by placing high tariffs on agricultural products
 - B decreased lending by the government to entrepreneurs for small businesses
 - C* increased spending by the government to provide services for the poor
 - D the government's ability to develop a fair and equitable tax plan for the benefit of all citizens

- Obj 6.2 Identify principles found in the United States Constitution that were stated in the Declaration of Independence and explored in the Federalist Papers. (p = .18)
6. Which is an informal provision of the Constitution of the United States?
- A popular sovereignty
 - B* primaries
 - C checks and balances
 - D none of the above
- Obj 7.2 Describe services provided by selected government agencies and how they are funded. (p = .44)
7. All of the following are ways of raising money for the federal government **except** which one?
- A taxes
 - B fines
 - C borrowing
 - D* lotteries

North Carolina End-of-Course Tests

English I (revised 1995)

What is the English I test like?

The revised end-of-course English I test assesses the revised English Language Arts curriculum of the North Carolina *Standard Course of Study*. The test assesses three of the strands of the curriculum (reading, writing, and viewing) in two parts—editing and textual analysis. The test assesses a student’s ability to use strategies which enhance reading comprehension (goal 1); acquire, interpret, and apply information (goal 2); and read for critical analysis and interpretation (goal 3). Goal 4, personal response, is not assessed with multiple-choice items—this goal is better assessed with an open-ended format.

Part 1 of the test focuses on editing and revising for English conventions. This part of the test is presented as a “peer editing” task (students are told that the passages represent drafts of actual student essays); students are asked to edit the draft essays for sentence formation, usage, mechanics, and spelling. The proportion of items in each of the four areas parallels the weighting formula for the English II Essay Test (40% sentence formation, 30% usage, 20% mechanics, and 10% spelling). Words or phrases that may or may not contain an error are underlined and students are asked to choose from three possible corrections or “Make no change.”

Part 2 of the test focuses on textual analysis. On this part of the test, students are asked to read four to five passages representing various genres, including literary, information, and practical passages. Some of the passages may be visual “texts” such as political cartoons, maps, works of art, or advertisements. The students are then asked to answer questions in which they must analyze the text using literary terms and elements. Some items also assess a student’s ability to read and comprehend written material that is appropriate in terms of difficulty and content.

Table 1. Descriptive Information for the North Carolina Test of English I

| Goal/ Strand | Description of Goal/Strand |
|-----------------|---|
| 1 | The learner will use strategies and processes that enhance control of communication skills development. |
| 2 | The learner will use language for the acquisition, interpretation, and application of information. 2.1 The learner will identify, collect, or select information and ideas. 2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations. 2.3 The learner will apply, extend, and expand on information and concepts. |
| 3 | The learner will use language for critical analysis and evaluation. |
| Part 1 | Editing |
| Part 2 | Textual Analysis |

How is the test administered? The English I test consists of 72 multiple-choice questions (30 editing questions and 42 textual analysis questions) administered during a 110-minute block within the last 10 days of school. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed? The passages for the English I test were chosen to reflect the variety of reading done by students in and out of the classroom. The passages tend to be longer and more complete (compared to those typically found on standardized achievement tests) and have a high interest level for students. The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task. The questions for each passage were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994. The field test involved approximately 8,000 students from randomly selected schools across the state. The revised English I test was implemented statewide for the first time in the spring of 1995.

What kinds of scores do students receive on the test?

Results of the English I test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 22 to 85 with a mean of 53.1 and a standard deviation of 8.9 (in 1995). Scale scores are also being used to report individual and group scores on the goals and parts of the test. The use of scale scores makes interpretations easier and more consistent from test to test. Percentiles were established based on the first administration of the revised test statewide in 1995. Achievement levels (descriptors of performance) were established from teacher judgments during the 1994 field tests and from the student scores on the 1995 administration of the test.

Table 2. Achievement Levels for the revised North Carolina Test of English

| Level | Description | Range of Scores (95) |
|-------|--|----------------------|
| I | Students performing at this level do not have sufficient mastery of knowledge and skills to be successful at a more advanced level in the content area. | 22-42 |
| II | Students performing at this level demonstrate inconsistent mastery of knowledge and skills and are minimally prepared to be successful at a more advanced level in the content area. | 43-51 |
| III | Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area. | 52-60 |
| IV | Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the subject matter and skills and are very well prepared for a more advanced level in the content area. | 61-85 |

When I Heard the Learn'd Astronomer

by Walt Whitman

Walt Whitman, who has been called the father of modern poetry, worked as a printer, teacher, and editor before deciding to write full-time. Read the following poem by Walt Whitman and answer the questions.

When I heard the learned astronomer,
 When the proofs, the figures, were ranged in columns before me,
 When I was shown the charts and diagrams, to add, divide, and measure them,
 When I sitting heard the astronomer where he lectured with much applause in
 the lecture room,
 How soon unaccountable I became tired and sick,
 Till rising and gliding out I wander'd off by myself,
 In the mystical moist night-air, and from time to time,
 Look'd up in perfect silence at the stars.

From *Leaves of Grass* by Walt Whitman. Public Domain.

76. This poem is **best** classified as which of the following?

- A a sonnet
- B epic poetry
- C lyric poetry
- D a ballad

77. Who is the speaker in this poem?

- A the astronomer
- B a student
- C a teacher
- D the principal

78. Which quotation **best** relates to the theme of this poem?

- A "You can only form the minds of reasoning animals upon Facts;" (Passage 1)
- B "Does it all add up on the plus side of the ledger?" (Passage 2)
- C "...the principal of Victory School and my eighth grade teacher was special. He liked, really liked every one of us." (Passage 3)
- D "I did not see that he was also teaching us that education does not come only from between the covers of books, but from the worlds outside the classroom." (Passage 3)

Use this passage to answer items 1 through 8 on the next page.

In the novel *Night*, by Elie Wiesel, the author shows how the atmosphere of the outside world affects the inner feelings and attitudes of those who endure suffering. Thorough ^① his words, the author paints a graphic picture of how his ^② living during the massacre of the Jews affected his faith and his will to survive in a time of endless death.

The author lives in a hateful world of merciless killings; the ^③ horror tests his faith, not only in himself but also in the God he has worshipped. For long periods during his life, he being taught ^④ that his God was omnipotent, quick to forgive, and ready to protect those who believed. ^⑤ He has never questioned God's powers. Until ^⑥ he sees an innocent child hung on the gallows, his father beaten, the massive burial of people who have been tortured and killed.

While living in an environment that is really a cemetery, Elie faces the question of mortality. However, with all hope lost; and ^⑦ his faith crumbling around him, he forces himself to live. Despite everything, ^⑧ he presses on, hoping no one will ever forget the horrors of the Holocaust and pray that this terrible chapter in human history will never happen again.

For each underlined item in the passage, choose the correction to be made or "Make no change" if there is no correction.

1. A Through
B Threw
C Thru
D Make no change.

2. A one
B him
C you
D Make no change.

3. A killings; The
B killings, the
C killings. The
D Make no change.

4. A him being taught
B he was taught
C he having been taught
D Make no change.

5. A beleived
B believied
C believed
D Make no change.

6. A powers until
B powers: until
C powers; until
D Make no change.

7. A lost, and
B lost and
C lost: and
D Make no change.

8. A to pray
B praying
C is praying
D Make no change.

North Carolina End-of-Course Test Geometry

What is the Geometry test like? The North Carolina End-of-Course (EOC) Test of Geometry assesses the geometry goals and objectives in the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum's focus on inquiry instruction and higher-order thinking, the EOC Geometry test has an increased focus on processing information and higher-order thinking.

Each item on the EOC Geometry test is related to one of the geometry competency goals in the *North Carolina Mathematics Standard Course of Study*. The four competency goals for the geometry curriculum describe the knowledge and skills that are to be taught in all geometry classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOC Geometry test assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Course Test of Geometry

| Goal | Description of Goal | Percentage of Items on Test |
|------|---|-----------------------------|
| 1 | The learner will perform operations with real numbers to solve problems in a geometric context. | 0% |
| 2 | The learner will use properties of geometric figures to solve problems and write proofs. | 86% |
| 3 | The learner will solve problems with geometric figures in the coordinate plane. | 10% |
| 4 | The learner will use geometric figures to solve problems involving probability. | 4% |

How is the test administered? The EOC Geometry test consists of 72 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed? The questions on the EOC Geometry test were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. The Geometry tests aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000-2001 school year.

What kinds of scores do students receive on the test? The scores on the EOC Geometry tests are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina End of Course Test of Geometry

| Level | Description |
|-------|---|
| 1 | Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area. |
| 2 | Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area. |
| 3 | Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area. |
| 4 | Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area. |

Sample Items The following pages contain samples of the types of items that appear on the North Carolina End-of-Course Test of Geometry. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information: **Assessment Briefs:**
<http://www.ncpublicschools.org/accountability/testing/briefs/MathematicsScs/>
<http://www.ncpublicschools.org/accountability/testing/briefs/CalculatorRequirements/>

Mathematics Curriculum:
<http://www.ncpublicschools.org/curriculum>

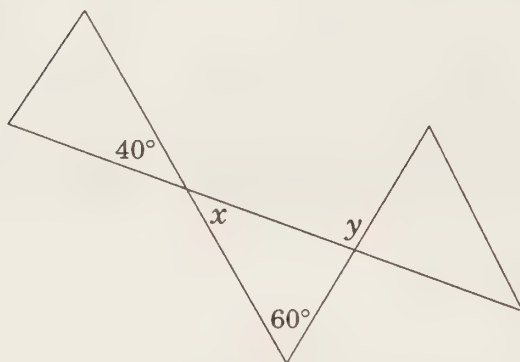
Thinking Skills:
<http://www.ncpublicschools.org/accountability/testing/>

Additional Mathematics Sample Items:
<http://www.ncpublicschools.org/accountability/testing/eoc/>

Geometry Sample Items

1. Objective: 2.08
Thinking Skill: Analyzing

In the drawing, what is the measure of angle y ?



- A 40
- B 60
- C 80
- *D 100

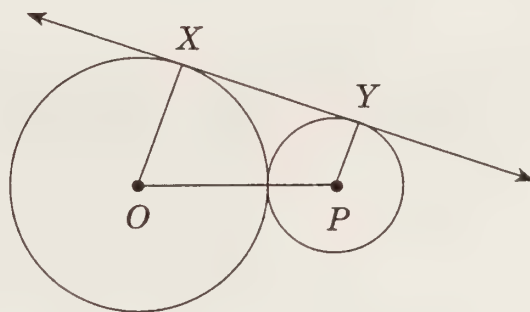
2. Objective: 2.11
Thinking Skill: Analyzing

If $RECT$ is a rectangle with coordinates $R(-2, -6)$, $E(3, -1)$, and $C(5, -3)$, what are the coordinates of T ?

- *A $(0, -8)$
- B $(-4, -4)$
- C $(-8, 0)$
- D $(-8, -16)$

3. Objective: 2.16
Thinking Skill: Applying

\overleftrightarrow{XY} is tangent to circles O and P . The measure of $\angle OPY = 108$.

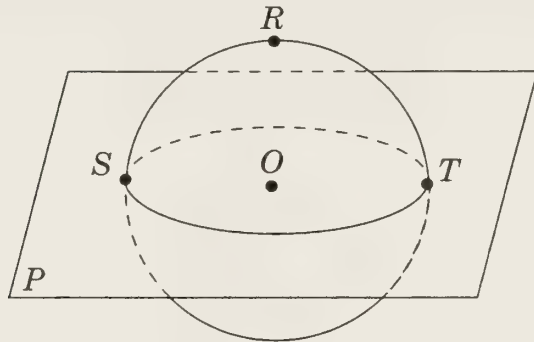


What is the measure of $\angle XOP$?

- A 108
- B 90
- C 82
- *D 72

4. Objective: 2.18
Thinking Skill: Analyzing

R is a point on the sphere whose center is O . The intersection of plane P and the sphere is circle ST .

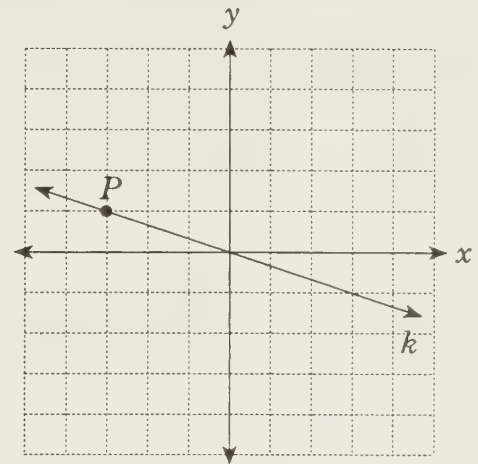


What **must** be true?

- A $OR > OS$
- B $RS = RT$
- *C $OT = OR$
- D $OS < RT$

5. Objective: 3.02
Thinking Skill: Applying

Line k contains point P and the origin.

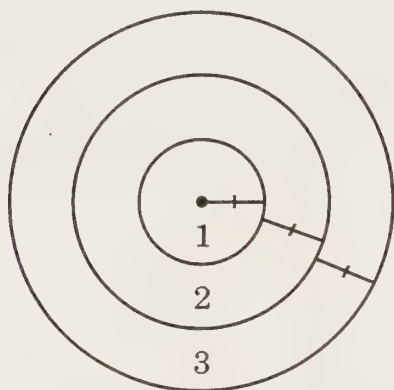


Which is an equation of the line that is perpendicular to line k and passes through point P ?

- A $y = -\frac{1}{3}x$
- B $y = \frac{1}{3}x + 2$
- C $y = -3x - 8$
- *D $y = 3x + 10$

6. Objective: 4.01
Thinking Skill: Applying

In darts, if beginners hit the target, every point on the target is equally likely to be hit. On the target below, what is the probability of a beginner hitting the area marked 1?



- *A $\frac{1}{9}$
B $\frac{1}{6}$
C $\frac{1}{5}$
D $\frac{1}{2}$

North Carolina End-of-Course Tests

Physical Science (revised 2001-2002)

*What is the
Physical
Science test
like?*

The revised North Carolina End-of-Course Test of Physical Science assesses the physical science curriculum (revised in 1999) of the North Carolina *Standard Course of Study*. On the test, students are expected to demonstrate knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. In order to align with the 1999 Science *Standard Course of Study*'s focus on inquiry instruction and higher order thinking, the revised physical science test has an increased focus on processing information and higher order thinking.

Each item on the physical science test is related to one of the physical science content objectives in the Science *Standard Course of Study*. The content objectives (goals 1 through 6) describe the knowledge and skills that are to be taught in all Physical Science classes in North Carolina and provide the basis for the content of the items on the tests. Many of the items in this revision of the physical science test assess whether a student can move beyond memorization and apply process skills to the investigation of science. The physical science testing materials include reference tables containing the periodic table and common formulas that students will have access to when taking the test. A copy of the reference tables can be obtained from the NCDPI web site at www.ncpublicschools.org/accountability/testing/eoc. Additional information about the content of the objectives can be obtained from the NCDPI web site at www.ncpublicschools.org/curriculum.

Table 1. Descriptive Information for the North Carolina Test of Physical Science

| Goal | Description of Goal | Percentage of Items on Test |
|------|--|-----------------------------|
| 1 | The learner will construct an understanding of mechanics. | 19% |
| 2 | The learner will build an understanding of thermal energy. | 9% |
| 3 | The learner will construct and understanding of electricity and magnetism. | 14% |
| 4 | The learner will develop an understanding of wave motion and the wave nature of sound and light. | 6% |
| 5 | The learner will build an understanding of the structure and properties of matter. | 21% |
| 6 | The learner will build an understanding of regularities in chemistry. | 31% |

How is the test administered? The North Carolina End-of-Course Test of Physical Science consists of 86 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed? The questions on the physical science test were written and reviewed by trained North Carolina teachers and educators during the 1999-2000 school year. The questions were field tested in the first and second semesters of the 2000-2001 school year. The field test involved approximately 11,500 students from randomly selected schools across the state. The revised physical science test was implemented statewide for the first time in the fall of the 2001-2002 school year.

What kinds of scores do students receive on the test? Results of the physical science test are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Physical Science

| Level | Description |
|-------|---|
| 1 | Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area. |
| 2 | Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area. |
| 3 | Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area. |
| 4 | Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area. |

Sample Items The items on the following pages are samples of the types of items that appear on the North Carolina End-of-Course Test of Physical Science. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others. For more information about the thinking skills framework used with the end-of course tests, please read *Understanding North Carolina Tests: Thinking Skill Level*, found on the NCDPI website at www.ncpublicschools.org/accountability/testing. The number indicated by **p** represents the proportion of students who selected the correct answer when the item was field tested.

Physical Science Sample Items

1. Objective: 1.01a
Thinking Skill: Applying
(p = .71)

What is the average speed of a car that travels 60 kilometers in 2 hours?

- * A 30 km/hr
- B 30 km/hr/sec
- C 60 km/hr
- D 60 km/hr/sec

2. Objective: 1.01b
Thinking Skill: Applying
(p = .48)

The speed of an object increases by 30 m/s in 10 seconds. What is its acceleration?

- A 300 m/s²
- B 20 m/s²
- * C 3 m/s²
- D 0.33 m/s²

3. Objective: 1.02
Thinking Skill: Applying
(p = .45)

A boulder falls from a cliff. What is the boulder's acceleration during the fifth second of the fall?

- A 2.0 m/s²
- * B 9.8 m/s²
- C 20. m/s²
- D 98 m/s²

4. Objective: 1.02
Thinking Skill: Applying
(p = .38)

What forces are equal in size but opposite in direction?

- * A balanced
- B frictional
- C gravitational
- D unbalanced

5. Objective: 1.03a
Thinking Skill: Applying
(p = .58)

If a 6.0-N force is required to move a box through a distance of 2.0 m, how much work is done?

- A 3.0 J
- B 4.0 J
- C 8.0 J
- * D 12 J

6. Objective: 1.03c
Thinking Skill: Applying
(p = .65)

Which of the following is an example of kinetic energy?

- A a car not moving
- B a rock resting on a ledge
- * C water falling over a dam
- D a person sitting in a chair

7. Objective: 2.01
Thinking Skill: Applying
(p = .45)

Which term **best** explains what happens when a student warms his hand by placing it on a hot water bottle?

- A thermal expansion
- * B conduction
- C convection
- D radiation

8. Objective: 3.01
Thinking Skill: Knowledge
(p = .58)

What happens when electrical charges are brought together?

- * A Unlike charges attract and like charges repel.
- B Unlike and like charges attract.
- C Like charges attract and unlike charges repel.
- D Like charges attract and repel.

9. Objective: 3.03a
Thinking Skill: Applying
(p = .51)

What is the resistance of a hair dryer that uses 2.5 A when the voltage is 120 V?

- A 4.8 ohms
- * B 48 ohms
- C 120 ohms
- D 300 ohms

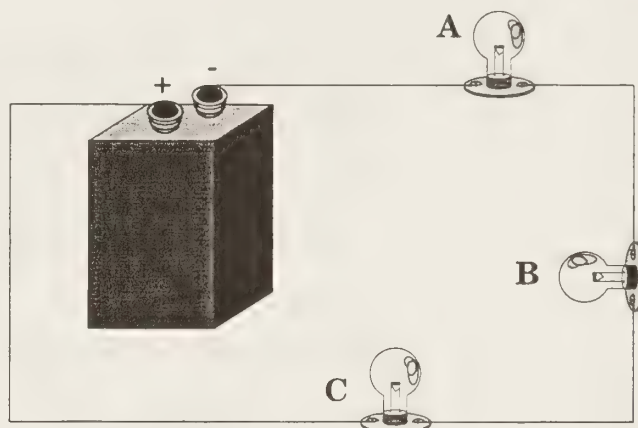
10. Objective: 3.03b
Thinking Skill: Organizing
(p = .58)

Why are parallel circuits, rather than series circuits, commonly used in wiring houses?

- * A They allow appliances to operate separately.
- B They are cheaper.
- C They have a higher total resistance.
- D The voltage drop varies with each resistor.

11. Objective: 3.03b
Thinking Skill: Applying
(p = .53)

The diagram below is a complete circuit.



What will occur when bulb **B** is unscrewed?

- * A All bulbs will go out.
- B Only bulb **A** will continue to be lit.
- C Only bulb **C** will continue to be lit.
- D Bulbs **A** and **C** will continue to be lit.

12. Objective: 3.04
Thinking Skill: Knowledge
(p = .46)

Which of the following actions would **decrease** the strength of an electromagnet?

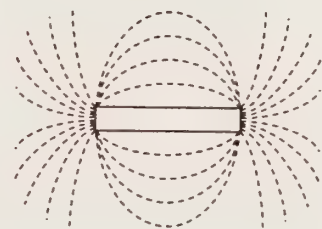
- * A removing turns from the wire coil
- B increasing the amount of current used
- C inserting a core of iron within the coil
- D adding more turns to the wire coil

13. Objective: 3.05
Thinking Skill: Knowledge
(p = .57)

Which of the following diagrams correctly demonstrates the magnetic fields around a bar magnet?



* B



C



D



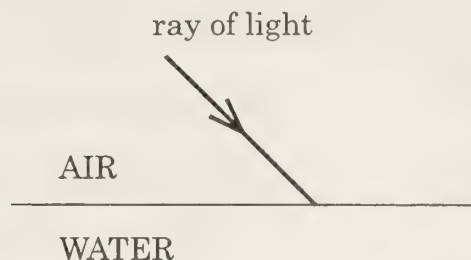
14. Objective: 4.01a
Thinking Skill: Organizing
(p = .33)

In comparison to other electromagnetic waves, which of the following statements about gamma rays is true?

- A They have the longest wavelength.
- B They have the lowest frequency.
- C They have the lowest amplitude.
- * D They have the highest photon energy.

15. Objective: 4.02d
Thinking Skill: Analyzing
(p = .57)

The diagram below shows a light ray hitting the surface of water.



What is **most likely** to occur when the ray of light meets the water's surface?

- A reflection only
- B refraction only
- * C both reflection and refraction
- D neither reflection nor refraction

16. Objective: 4.03
Thinking Skill: Knowledge
(p = .29)

If the source of a sound is moving away from you, what characteristic of the sound waves reaching your ears decreases?

- A quality
- B velocity
- * C frequency
- D wavelength

17. Objective: 5.01
Thinking Skill: Knowledge
(p = .34)

The atoms in a compound have what characteristic?

- A They can be seen individually.
- B They merge their nuclei.
- * C They join in a definite proportion.
- D They have the same charge.

18. Objective: 5.02
Thinking Skill: Knowledge
(p = .34)

What do all atoms of the same element have in common?

- A number of neutrons
- B mass number
- * C atomic number
- D atomic mass

19. Objective: 5.02
Thinking Skill: Applying
(p = .37)

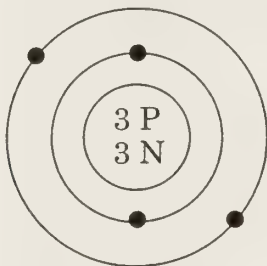
What causes an object to have a positive charge?

- A Protons are removed.
- B Protons are added.
- * C Electrons are removed.
- D Electrons are added.

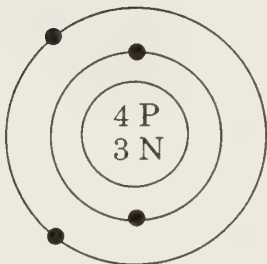
20. Objective: 5.02
Thinking Skill: Applying
(p = .49)

Which drawing **best** represents an atom of lithium?

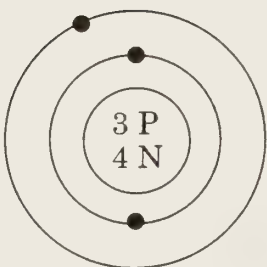
A



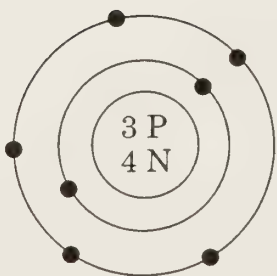
B



* C



D



21. Objective: 5.05
Thinking Skill: Applying
(p = .75)

Laughing gas is a compound containing a ratio of two atoms of nitrogen to one atom of oxygen. What is the formula?

A NO_2

* B N_2O

C N_2O_2

D NO

22. Objective: 5.06
Thinking Skill: Organizing
(p = .29)

Which of the following elements is chemically **most similar** to cesium?

A helium

B xenon

* C rubidium

D barium

23. Objective: 5.06
Thinking Skill: Knowledge
(p = .54)

Why are the noble gases so unreactive?

- A Their outer shell has 1 electron.
- B Their outer shell has 2 electrons.
- * C Their outer shell is filled.
- D Their outer shell needs one electron to be full.

North Carolina End-of-Course Tests

Physics (revised 2001-2002)

*What is the
Physics test
like?*

The revised North Carolina End-of-Course Test of Physics assesses the physics curriculum (revised in 1999) of the North Carolina *Standard Course of Study*. On the test, students are expected to demonstrate knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. In order to align with the 1999 Science *Standard Course of Study*'s focus on inquiry instruction and higher order thinking, the revised physics test has an increased focus on processing information and higher order thinking.

Each item on the physics test is related to one of the physics content objectives in the Science *Standard Course of Study*. The content objectives (goals 1 through 10) of physics describe the knowledge that is to be taught in all physics classes in North Carolina and provide the basis for the content of the items on the tests. Many of the items in this revision of the physics test assess whether a student can move beyond memorization and apply process skills to the investigation of science. The physics testing materials include reference tables containing common formulas and data that students will have access to when taking the test. A copy of the reference tables can be obtained from the NCDPI web site at www.ncpublicschools.org/accountability/testing/eoc. Additional information about the content of the objectives can be obtained from the NCDPI web site at www.ncpublicschools.org/curriculum.

Table 1. Descriptive Information for the North Carolina Test of Physics

| Goal | Description of Goal | Percentage of Items on Test |
|------|--|-----------------------------|
| 1 | The learner will build an understanding of linear motion. | 13% |
| 2 | The learner will build an understanding of two-dimensional motion. | 7% |
| 3 | The learner will develop an understanding of forces. | 10% |
| 4 | The learner will develop an understanding of Newton's Laws of Motion. | 10% |
| 5 | The learner will build an understanding of the nature of mechanical energy. | 10% |
| 6 | The learner will build an understanding of impulse and momentum. | 7% |
| 7 | The learner will develop an understanding of wave motion and the wave nature of sound and light. | 20% |
| 8 | The learner will build an understanding of basic elementary principles of thermodynamics. | 6% |
| 9 | The learner will build an understanding of static electricity. | 6% |
| 10 | The learner will build an understanding of direct current electrical circuits. | 11% |

How is the test administered? The North Carolina End-of-Course Test of Physics consists of 70 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed? The questions on the physics test were written and reviewed by trained North Carolina teachers and educators during the 1999-2000 school year. The questions were field tested in the first and second semesters of the 2000-2001 school year. The field test involved approximately 7,500 students from randomly selected schools across the state. The revised physics test was implemented statewide for the first time in the fall of the 2001-2002 school year.

What kinds of scores do students receive on the test? Results of the physics test are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Physics

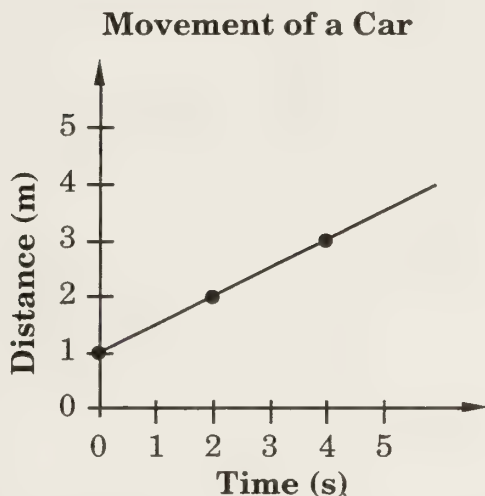
| Level | Description |
|-------|---|
| 1 | Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area. |
| 2 | Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area. |
| 3 | Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area. |
| 4 | Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area. |

Sample Items The items on the following pages are samples of the types of items that appear on the North Carolina End-of-Course Test of Physics. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others. For more information about the thinking skills framework used with the end-of course tests, please read *Understanding North Carolina Tests: Thinking Skill Level*, found on the NCDPI web site at www.ncpublicschools.org/accountability/testing. The number indicated by **p** represents the proportion of students who selected the correct answer when the item was field tested.

Physics Sample Items

1. Objective: 1.01a
Thinking Skill: Applying
(p = .52)

This graph shows a car's distance along a straight road at any given time.



What is the average speed of the car?

- A 2.0 m/s
- B 1.0 m/s
- * C 0.50 m/s
- D 0.25 m/s

2. Objective: 3.01
Thinking Skill: Applying
(p = .62)

In order to balance a 100.-N force acting at $270.^\circ$ and a 100.-N force acting at $180.^\circ$, at what angle would a 140.-N equilibrant force point?

- * A 45.0°
- B 90.0°
- C $180.^\circ$
- D $270.^\circ$

3. Objective: 3.02
Thinking Skill: Applying
(p = .12)

For Asteroid X, which has one-half the mass and radius of Earth, scientists calculated the acceleration of gravity using the law of universal gravitation. What is the acceleration of gravity on the surface of Asteroid X?

- A 2.45 m/s^2
- B 4.90 m/s^2
- C 9.80 m/s^2
- * D 19.6 m/s^2

4. Objective: 3.02
Thinking Skill: Applying
(p = .65)

Two spheres, 1.00 kg each, whose centers are 2.00 m apart, would have what gravitational force between them?

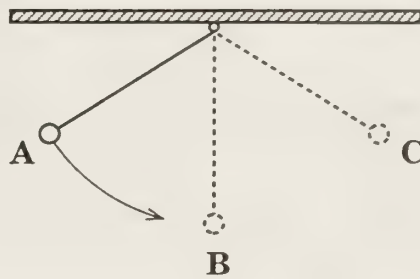
- A 1.43×10^{-7} N
* B 1.67×10^{-11} N
C 2.59×10^{-13} N
D 3.14×10^{-17} N

5. Objective: 4.02
Thinking Skill: Applying
(p = .56)

A student is pulling a sled by a rope which makes an angle of 30° with the ground. He is exerting a 10-N force on the rope. How much vertical (lifting) force is he exerting on the sled?

- A 2 N
B 3 N
C 4 N
* D 5 N

Use the following diagram of a pendulum to answer questions 6 and 7.



6. Objective: 5.03
Thinking Skill: Analyzing
($p = .79$)

At which locations is the potential energy the same?

- A A and B
- * B A and C
- C B and C
- D A, B, and C

7. Objective: 5.03
Thinking Skill: Analyzing
($p = .55$)

Which statement **best** describes the energy changes from **A** to **B** and then from **B** to **C**?

- A Total energy decreases from **A** to **B** and increases from **B** to **C**.
- B Potential energy increases from **A** to **B** and decreases from **B** to **C**.
- C Kinetic energy increases from **A** to **B** and again from **B** to **C**.
- * D Potential energy decreases from **A** to **B** and increases from **B** to **C**.

8. Objective: 5.04
Thinking Skill: Applying
(p = .56)

An 85-kg student could produce power output of 1,500 W for a physics lab on power. Assuming that this power output can be maintained, how long would it take this student to climb the Washington Monument, which is 150 m high?

- A 10. s
- * B 83 s
- C 520 s
- D 1,300 s

9. Objective: 6.02
Thinking Skill: Applying
(p = .66)

If an object having a mass of 5 kg is acted upon by a force that causes its speed to increase from 6 m/s to 10 m/s, the impulse causing this change in speed is which of the following?

- A $80 \text{ kg}\cdot\text{m/s}$
- B $60 \text{ kg}\cdot\text{m/s}$
- C $40 \text{ kg}\cdot\text{m/s}$
- * D $20 \text{ kg}\cdot\text{m/s}$

10. Objective: 7.01
Thinking Skill: Applying
(p = .50)

Water waves in a lake travel 4.4 m in 1.8 s. The period of oscillation is 1.2 s. What is the speed of the water waves?

- A 1.2 m/s
- * B 2.4 m/s
- C 2.8 m/s
- D 4.4 m/s

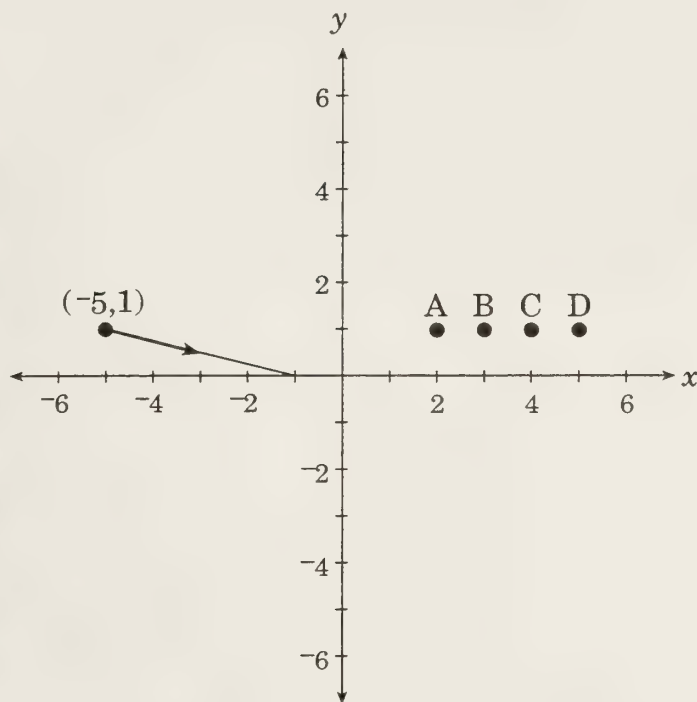
11. Objective: 7.01
Thinking Skill: Applying
(p = .67)

A sound wave with a wavelength of 1.30 m has a frequency of 260. Hz. What is the speed of the sound wave?

- * A 338 m/s
- B 200. m/s
- C 20.0 m/s
- D 0.00500 m/s

12. Objective: 7.03
Thinking Skill: Analyzing
(p = .48)

A mirror lies on the x -axis of the diagram. A laser located at $(-5, 1)$ is aimed at $(-1, 0)$ on the x -axis (mirror).



The reflection of the laser will strike a target located at which coordinates?

- A $(2, 1)$
- * B $(3, 1)$
- C $(4, 1)$
- D $(5, 1)$

13. Objective: 7.03
Thinking Skill: Generating
(p = .56)

A ray of light in air is incident at an angle of 40.0° upon the surface of water ($n = 1.333$). What is the angle of refraction?

- A 12.5°
- B 15.0°
- * C 29.0°
- D 85.0°

14. Objective: 7.04
Thinking Skill: Generating
(p = .43)

If waves of a fixed frequency are passing through an opening, what happens to the diffraction of the wave as the width of the opening is increased?

- A It increases.
- B It increases and then decreases.
- * C It decreases.
- D It remains the same.

15. Objective: 7.05
Thinking Skill: Generating
(p = .23)

A rock dropped in a lake produces periodic water waves with a frequency of 0.25 Hz. How soon after the first rock is dropped should another rock be dropped in the same place to produce destructive interference?

- A 4.0 s
- B 3.0 s
- C 2.5 s
- * D 2.0 s

16. Objective: 8.01
Thinking Skill: Applying
(p = .62)

If a 500.0-g block of metal absorbs 5,016 J of heat when its temperature changes from 20.00°C to 45.00°C, what is its specific heat?

- A 4.180 J/g • °C
- B 2.490 J/g • °C
- C 1.000 J/g • °C
- * D 0.4010 J/g • °C

17. Objective: 9.01
Thinking Skill: Applying
(p = .32)

When two electrons are separated by 1.2×10^{-9} m, what Coulomb force will they exert on each other?

- A 6.2×10^{-6} N
- B 5.3×10^{-7} N
- C 3.4×10^{-9} N
- * D 1.6×10^{-10} N

18. Objective: 9.02
Thinking Skill: Knowledge
(p = .66)

When a negatively charged rubber rod is brought to touch an uncharged electroscope, what occurs?

- A Protons leave the electroscope.
- B Electrons leave the electroscope.
- C Protons leave the rubber rod.
- * D Electrons leave the rubber rod.

19. Objective: 9.03
Thinking Skill: Applying
(p = .40)

A metal wire with a length of 40. cm is moving at right angles to a magnetic field with a strength of 4.0×10^{-2} T. If the speed of the wire is 2.0 m/s, then what is the emf induced in the wire?

- A 6.4 V
- B 0.64 V
- * C 0.032 V
- D 0.0064 V

20. Objective: 10.01
Thinking Skill: Knowledge
(p = .42)

Which of the following changes would increase the resistance of a metal wire?

- A making the wire of a material with lower resistivity
- * B increasing the length of the wire
- C increasing the diameter of the wire
- D decreasing the length of the wire

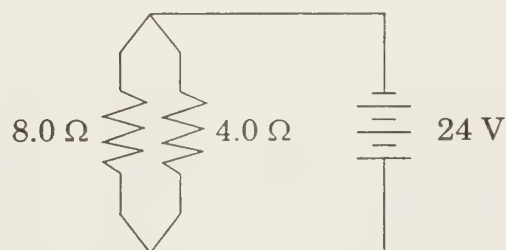
21. Objective: 10.02
Thinking Skill: Applying
(p = .61)

If the potential drop across a resistor is 8.0 V when the current through the resistor is 2.0 A, what is the resistance value of the resistor?

- * A 4.0 Ω
- B 6.0 Ω
- C 10. Ω
- D 16 Ω

22. Objective: 10.02
Thinking Skill: Applying
(p = .36)

The diagram below represents a complete circuit.



What is the current flowing in the entire circuit?

- * A 9.0 A
- B 6.0 A
- C 3.0 A
- D 2.0 A

23. Objective: 10.03
Thinking Skill: Applying
(p = .51)

A 75-watt lamp is connected to a 120-V power supply. How much current flows through the lamp?

- A 0.40 A
- * B 0.63 A
- C 1.6 A
- D 2.0 A

North Carolina End-of-Course Tests

U.S. History (revised 1995)

*What is the
U.S. History test
like?*

The U.S. History test assesses the U.S. History curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire U.S. History curriculum (12 goals and associated objectives). The questions on the test are distributed as follows: 40% of the questions assess knowledge of the foundation of the United States to the Civil War and Reconstruction and 60% of the questions assess knowledge of post-Reconstruction to the present.

On the test students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Many items ask the students to analyze primary and secondary source documents.

Table 1. Descriptive Information for the North Carolina Test of U.S. History

| Goal | Description | Percentage of Items on Test |
|------|---|-----------------------------|
| 1 | The learner will analyze those elements in the American colonial experience that led to separation from England. | 6% |
| 2 | The learner will apply ideas of self-government as expressed in America's founding documents. | 9% |
| 3 | The learner will judge the effectiveness of the institutions of the new nation in completing its independence (1781-1815). | 9% |
| 4 | The learner will assess the competing forces of nationalism and sectionalism in the period 1815-1850. | 9% |
| 5 | The learner will evaluate the Civil War and Reconstruction as an affirmation of the power of the national government. | 6% |
| 6 | The learner will interpret economic, social and political trends of the late 19th and early 20th centuries. | 9% |
| 7 | The learner will analyze the causes and effects of US involvement in international affairs. | 8% |
| 8 | The learner will appraise the economic, social, and political changes of the decades of the '20s and '30s. | 9% |
| 9 | The learner will analyze and evaluate the significance of causes, events, and effects of the WWII Era. | 8% |
| 10 | The learner will trace economic and social developments and assess their significance for the lives of Americans in the last half century | 9% |
| 11 | The learner will analyze changes in American political life in the last half century. | 9% |
| 12 | The learner will evaluate the conduct of United States foreign policy over the last half century. | 9% |

*How is the test
administered?*

The U.S. History end-of-course test consists of 100 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

Whereas a large portion of the original U.S. History test administered from 1988 to 1994 focused on knowledge of historical facts and ideas, the revised test examines whether a student can go beyond memorization of people, events, and facts to apply the knowledge and skills they have learned to other events. While knowledge of facts and concepts is important, the questions on the test are at a much broader level and concern major ideas that students are expected to know to be considered literate.

How was the test developed?

The questions on the U.S. History end-of-course test were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994. The field test involved approximately 10,000 students from randomly selected schools across the state. The U.S. History test was implemented statewide for the first time in spring 1995.

What kinds of scores do students receive on the test?

On the U.S. History test, students receive scale scores, percentiles, and achievement levels. The scale scores range from 27 to 88 with a mean of 56.2 and a standard deviation of 8.3 (in 1995). The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles were established based on the first statewide administration of the U.S. History test in the spring of 1995. Achievement levels (descriptors of performance) were established from teacher judgements during the 1994 field tests and from the student scores on the 1995 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of U.S. History

| Level | Description | Range of Scores (95) |
|-------|---|----------------------|
| I | Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area. | 27-47 |
| II | Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area. | 48-56 |
| III | Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area. | 57-64 |
| IV | Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area. | 65-88 |

U.S. History Sample Items

Objective 3.2 Judge the extent to which the Institutions of the new nation protected the liberties of all its inhabitants.

The first letter below is from Abigail Adams to her husband, John Adams, while he was a delegate to the Second Continental Congress. The second letter is his reply. Use the letters to answer questions 1 through 3.

"I long to hear you have declared independency—And by the way, in the new codes of law which I suppose you will make, I desire you would remember the ladies and be more gracious and favorable to them than your ancestors. Do not put such unlimited power in the hands of the husbands. Remember all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to [stir up] a rebellion and will not regard ourselves as bound by any laws which we have no voice or representation."

—Abigail Adams

"We have been told that our struggle has loosened the bands of government everywhere... that Indians slighted their guardians and Negroes grow insolent to their masters. But your letter was the first hint that another tribe, more numerous and powerful than all the rest, had grown discontented.

Depend up on it, we know better than to repeal our masculine systems. You know they are little more than theory... in practice, we are subjects. We have only the title of masters, and rather than give up this, which would completely subject us to the despotism of the petticoat, I hope General Washington and all our brave heroes would fight."

—John Adams

1 Which social condition was the **main** factor prompting Abigail Adams' request?

- A Political power in the colonies was limited to those who owned property.
- B Colonial women received unequal treatment under existing colonial laws.
- C Men traditionally held the position of heads of households in colonial society.
- D Race and class were conditions of citizenship in colonial society.

2 Of which historical movement would Abigail Adams **best** be considered a forerunner?

- A the abolition movement
- B the Civil Rights movement
- C the temperance movement
- D the suffrage movement

3 With which of the following quotations would John Adams **most likely** agree?

- A Every one of us should be ashamed to be free while his brother is a slave. (Frederick Douglass)
- B There is no true liberty for the individual except as he finds it in the liberty of all. (Edwin Markham)
- C There is a natural aristocracy among men. The grounds of this are virtue and talent. (Thomas Jefferson)
- D There will never be complete equality until women themselves help to make laws and elect lawmakers. (Susan B. Anthony)



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Obj 5.5 Analyze long-term and immediate causes of the war and asses the extent to which slavery was the primary cause of the conflict.
(p = .41)

4 Frederick Douglass first said, "Slave holders know that the day of their power is over when a Republican President is elected." Later, he said slavery would "be as safe and safer with Lincoln than with a Democrat." Douglass' change of mind is best explained by which of the following?

- A Republican leaders promised not to interfere with existing slavery.
- B Republicans planned to enforce the Fugitive Slave Law.
- C Republicans pledged to put down slave rebellions.
- D Republican leaders refused to accept the right of slave states to secede.

Obj 6.5 Evaluate the effects of racial segregation on various regions and segments of American society.
(p = .30)

5 Which of the following is an example of *de facto* racial segregation?

- A "Whites Only" signs in restaurants
- B housing patterns in large cities
- C separate white and black school systems
- D public water fountains labeled "colored" and "white"

Obj 9.1 Investigate reasons for the expansion of totalitarian governments during the period.
(p = .40)

6 How did tariffs contribute to the rise of totalitarian dictatorships?

- A American arms salespeople were allowed indiscriminately to sell weapons to any country.
- B Tariffs disrupted trade and contributed to world economic depression.
- C The United States demanded immediate payment of European war debts.
- D Foreign-owned businesses in the United States were confiscated by the federal government.

Obj 11.2 Analyze changing relationships between states and the federal government as the role of the federal government continued to expand.
(p = .40)

7 "It is time to check and reverse the growth of government which shows signs of having grown beyond the consent of the governed."

—Ronald Reagan, Inaugural Address, 1981

According to this quotation, President Reagan believed which of the following?

- A The federal government had lost control of the citizens it was created to serve.
- B The federal government had expanded its role too far into the lives of individual citizens.
- C The state governments had taken too much legislative authority from the federal government.
- D The state governments were not equipped to deal with the problems of the modern age.

